



Course books as menus, not as recipes: Teaching English in primary education

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*To the loving memory
of my mum and dad.
Keep lighting my way.*

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COURSE BOOKS AS MENUS, NOT AS RECIPES: TEACHING ENGLISH IN PRIMARY EDUCATION

ANA LOURENÇO

Abstract

KEYWORDS: course books, lesson planning, materials, English, young learners

This report aims to respond to my initial research question which was “What are the possibilities of using a course book as a menu?” and its main aim was to discover how it is possible to teach English in the 1st cycle in Portugal and accomplish the *Metas Curriculares* without always using the course book: in this case by designing a unit from scratch and creating original materials. This study took place from September 2016 to February 2017 in a 4th grade class in a primary school in Portugal. The results show that I was able to follow the *Metas* without the course book and enrich learning by including more student-centred and interactive activities. My study also shows that students may enjoy lessons designed by teachers from scratch more, although it is more time-consuming and does not always guarantee that every activity will be successful. During the research project there were significant differences felt from my perspective as a teacher and materials creator, which will also be approached.

MANUAIS COMO MENUS, NÃO COMO RECEITAS: ENSINO DE INGLÊS NO 1º CICLO DO ENSINO BÁSICO

ANA LOURENÇO

Resumo

PALAVRAS-CHAVE: manuais, planificar aulas, materiais, Inglês, jovens aprendentes

Este relatório pretende responder à minha questão inicial, nomeadamente “Quais são as possibilidades de usar um manual como um menu?” e o objetivo principal é descobrir como é possível lecionar Inglês no 1º Ciclo em Portugal e cumprir os objetivos das Metas Curriculares sem se ter de recorrer sempre ao manual: neste caso criando uma unidade de raiz e materiais originais. Este estudo realizou-se entre setembro de 2016 e fevereiro de 2017 numa turma de 4º ano numa escola do 1º ciclo em Portugal. Os resultados demonstram que consegui atingir as Metas sem o manual e enriquecer as aprendizagens ao incluir atividades mais interativas e mais centradas nos alunos. O meu estudo revela também que os alunos poderão gostar mais das aulas criadas de raiz pelos próprios professores, apesar de exigir muito mais tempo e de nem sempre garantir que todas as atividades sejam bem sucedidas. Durante este projeto de investigação foram sentidas diferenças significativas na minha perspectiva de professora e criadora de materiais que irão também ser abordadas.

Table of contents

Chapter 1: Introduction	1
Chapter 2: Literature review	2
2.1 – Pros and cons of using course books	2
2.1.1 – The pros of using course books.....	2
2.1.2 – The cons of using course books	4
2.2 – Supplementing course books.....	4
2.3 – Teachers creating materials.....	5
2.4 – Literature review summary.....	6
Chapter 3: The Action Research	6
3.1 – Context.....	6
3.2 – Methodology.....	7
3.2.1 – Informed consent	8
3.2.2 – Tools	9
3.3 – Results and discussion	9
3.3.1 – Research questions	10
3.3.2 – Course book analysis (Stage 1).....	10
3.3.3 – Working with the course book (Stage 2).....	11
3.3.3.1 – Planning: the process	12
3.3.3.2 – A successful activity	13
3.3.3.3 – An unsuccessful activity.....	15
3.3.3.4 – My feelings and thoughts	16
3.3.4 – Questionnaire 1 (Stage 2).....	16
3.3.5 – Working without the course book (Stage 3)	18
3.3.5.1 – Choosing the topic	19
3.3.5.2 – Planning: the process	19
3.3.5.3 – Materials.....	22
3.3.5.4 – A successful activity	23

3.3.5.5 – An unsuccessful activity.....	25
3.3.5.6 – My feelings and thoughts	27
3.3.6 – Questionnaire 2 (stage 3)	28
3.3.7 – Results and discussion summary.....	30
Chapter 4: Conclusion.....	31
4.1 – Brief summary of research questions and findings	31
4.2 – Relevance of the results for my development as a teacher	31
4.3 – Further thoughts	32
4.4 – How the results might be relevant to other classrooms or situations	33
References	34
List of appendices.....	36
Appendix 1 – Letter of consent – Director.....	36
Appendix 2 – Letter of consent – Parents	37
Appendix 3 – Letter of consent – Children	38
Appendix 4 – Ekşi’s course book evaluation checklist.....	39
Appendix 5 – Questionnaire 1	42
Appendix 6 – Questionnaire 2	43
Appendix 7 – Lesson plan (12th October 2016)	44
Appendix 8 – Lesson plan (6th October 2016)	48
Appendix 9 – Materials table	51
Appendix 10 – <i>Topsy-turvy house</i> original lyrics.....	55
Appendix 11 – Lesson plan (15 th February 2017)	56
Appendix 12 – Lesson plan (2 nd February 2017).....	62

List of figures

Figure 1 – A model of the lesson (Hutchinson & Torres, 1994: 318)	3
Figure 2 – My practicum stages.....	8
Figure 3 - <i>New Treetops 4</i> , page 6	13
Figure 4 - <i>New Treetops 4</i> , pages 4-5	15
Figure 5 – Questionnaire 1 – Q1: “ <i>Gostas de usar o manual de Inglês?</i> ”	17
Figure 6 - Questionnaire 1 – Q2: “ <i>De que é que mais gostas no teu manual?</i> ”	17
Figure 7 - Questionnaire 1 – Q3: “ <i>Como é que te sentes quando não precisas de usar o manual numa aula?</i> ”	18
Figure 8 – My unit plan.....	21
Figure 9 – List of materials.....	22
Figure 10 – Group work sample	24
Figure 11 – Puzzle game	25
Figure 12 – Questionnaire 2 – Q1: “ <i>Gostaste das aulas sem teres de usar o manual de Inglês?</i> ”	28
Figure 13 – Questionnaire 2 – Q2: “ <i>De que é que mais gostaste nesta aulas?</i> ”	28
Figure 14 – Questionnaire 2 – Q3: “ <i>Como é que te sentiste por não usares o manual de Inglês?</i> ”	29

Chapter 1: Introduction

From a general perspective, course books are undoubtedly an important tool “written by a group of experts and they constitute a great part of the materials used in the classroom language” (Ekşi, 2010: 323), which to a certain extent releases teachers from creating materials from scratch.

As a student, I can easily recall that my whole school life was based on learning from my teachers that accompanied the course book contents and that was never an issue for me. It was just the norm. When I started working as an English teacher in the *Atividades de Enriquecimento Curricular (AEC)* in the 1st cycle a few years ago I found it awkward having to teach without a course book, but I soon discovered that there were many alternatives and resources available to help me plan my lessons, especially on the Internet. With the help of my colleagues I learned that it was indeed possible to teach English to young learners without resorting to a course book and having lots of fun at the same time.

So, when I began my practicum (PES I in 2016) it was the first time I had ever worked with a course book as a teacher and I felt under pressure to complete it to ensure that the *Metas Curriculares (MC)* were accomplished. At the same time, I was also under the impression that many teachers opted to follow the course book instructions very rigidly in order to finish it completely by the end of the school year. This insight was due to a large number of comments I read (made by the teachers themselves) on social media but also heard during conversations among some colleagues, not only from English in the 1st cycle but from other subjects. By following the course book during my practicum, I knew I would not have much of an opportunity to try different activities, which I knew were more suitable.

For this reason, I wanted to know if I could ensure *MC* would be accomplished without following the course book. After reading about my interest and reflecting on how to conduct my research, and instead of opting to adapt and substitute activities from the course book, I decided instead to design a whole unit as soon as I knew the course book I was going to work with and with a view to finding out how to use a course book “as a menu from which you choose, rather than a recipe which you follow rigidly” (Brewster, Ellis & Girard, 2002: 231).

Chapter 2: Literature review

The question around the usefulness of English Language Teaching (ELT) course books is not recent. Few authors seem to defend it as the only teacher resource in the classroom and the majority appear to agree that teaching solely based on the course book can never be enough to meet both L2 teachers' and students' needs. However, in many countries around the world, schools' adoption of course books, from pre-primary school to university, is a reality and regarding the development of alternative materials and strategies by the teacher, the fact is that millions of course books are still acquired each year. Nevertheless, the arguments for and against do not seem to vary greatly.

In this chapter, I will discuss the role of the course book in the classroom and how it interferes with the teachers' and learners' roles, showing the pros and cons of following a course book and presenting ideas to develop new materials.

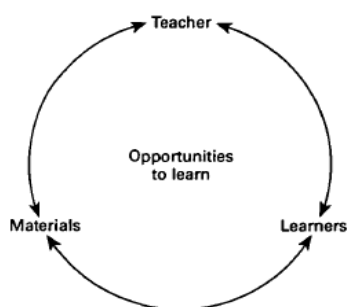
2.1 – Pros and cons of using course books

2.1.1 – The pros of using course books

O'Neill (1982: 106-107) reports his own experience as an English teacher to expose his arguments for the use of course books, namely that: many of them are suitable for almost all needs because "there is often a common core of needs shared by a variety of groups in different places studying under different conditions at different times"; they allow students to look back on what they have done and to look forward to what is coming since "the books made it possible for learners who, for various reasons, had missed lessons to catch up"; they provide ready-made materials which could cost lots of time and money to replace by others, so "Books are good value for money"; and finally that they should leave space for teachers to adapt and improvise and that is why "it is important that textbooks should be so designed and organized that a great deal of improvisation and adaptation by both teacher and class is possible" (p. 107). Similarly, he adds that not using a course book prevents learners "from making the fullest possible use of their resources for staying in touch with the language" and that the learner does not have the chance "to look ahead to future lessons and spend time preparing oneself for them". The author also considers that home-made materials "tend to get shabby very quickly" and that asking for photocopies is sometimes restrictive in some places and costs more, besides the fact

that sheets are more likely to get lost and that books are easier to carry and to read everywhere.

In addition, Hutchinson and Torres (1994) propose that a good dynamic interaction in a lesson can only be achieved considering three main elements: the teacher, the materials and the students (figure 1), in order to “provide the structure and predictability” (p. 323) that only a course book can offer.



(adapted from Allwright 1981)

Figure 1 – A model of the lesson (Hutchinson & Torres, 1994: 318)

Hutchinson and Torres believe that course books offer complete guidance for lessons, considering of course that there may be different interpretations from teacher to teacher, since each one has their own convictions and preferences. They also stress the importance of a very well-structured lesson, arguing that a clear lesson has “phases clearly marked and signposted, regularly scheduled events, and clear and fair turn allocation for student participation” (p. 319) and that, again, a course book provides what is needed for this to be successfully achieved. Last but not least, Hutchinson and Torres focus on the importance of the teacher’s role, acknowledging that they may benefit from “the security that a clear structure provides” (p. 325), so the more secure they feel about the script provided by the course books, the more willing they are to free themselves from that script. In this sense, the course book can be an important tool and seems to help develop teachers’ potential to be creative. Hence, it is suggested that there should be room for more seminars and workshops for the teachers to be more familiarized with the course books and for the publishers to know more about teachers’ needs (p. 327).

Finally, for teachers to make sure they make a good choice while analysing course books, Ekşi (2010) suggests a checklist grid because, according to the author,

the appraisal of a course book “provides a greater perception of the book’s strengths and weaknesses, which enables the teacher to focus on the weak points and adapt or supplement them accordingly” (p. 329).

2.1.2 – The cons of using course books

Swan (1992), on the other hand, highlights the fact that course books are dangerous in the way that they release teachers from responsibility, justifying that “it is easy to just sit back and operate the system, secure in the belief that the wise and virtuous people who produced the textbook knew what was good for us” (p. 2). Jordan (2016) subscribes and considers that contents and methodologies are already pre-determined and imposed by the course book, which assume that teachers will follow its order and succession of activities, depriving them and the students from owning the learning process.

2.2 – Supplementing course books

A course book will be written for a particular market, global or local, and by nature are ‘one size fits all’ – regardless of the social, geographical and educational context of use (Stranks, 2012: 125). They should be flexible, and for that reason “the language teacher has to be a ‘materials developer’ in the sense that s/he needs to be able to select, evaluate, adapt and produce materials to ensure a match between the given students and the materials they use” (Ekşi, 2010: 323). It is extremely important to ensure that the pupils’ needs are met, because in a single class there are children with different levels of English and socio-cultural backgrounds as well as different learning styles and preferences. Similarly, Halliwell (1992) corroborates this with the idea of supplementing when, in spite of presenting advantages of the course book both for teachers and for learners, she concludes that “there are several things that the teacher can often do better than a book” (p. 114), that is to say:

- providing the spoken word in spoken exchanges;
- adjusting work in response to the reactions of the children;
- using communication other than words and pictures to back up language elements;
- setting up learning activities which encourage learners to talk and profit from interaction (Halliwell, 1992: 114).

So, it seems very clear that working only with the course book is not enough and that teachers have much more to add to enhance their English lessons.

2.3 – Teachers creating materials

Tomlinson (2016) stresses the importance of creating new materials and of the lesson content in itself, since it plays an important role in young learners' motivation. Azaza (2012: 179) confirms this and adds that teachers do have a word to say concerning the choice of materials to use in the classroom, including the processes of selection, adaptation, writing and replacing materials.

Moon (2000) suggests that what leads teachers to create their own materials depends on factors such as the amount of freedom, time, interest and experience. Hence the causes include: lack of time, the cost involved, lack of handbooks or reference books to get ideas from and lack of skills/expertise. Her suggestions for overcoming those difficulties include: exchanging materials with other teachers or investing a little step by step (e.g. laminated materials last longer), to have confidence to try out new things and subscribing to some teachers' magazines.

Brewster, Ellis & Girard (2002) put the children's needs above all as the most important factor to take into consideration when it comes to reaching a balance between the language aims of the syllabus and the pupils' needs. In terms of variety, the authors suggest preferably authentic stories, videos and games in order to captivate the students and to keep them motivated and interested in learning.

Graves (2003) also proposes getting to know the course book and to see how to select, adapt, reject or supplement (SARS). The author suggests analysing it first (maybe just a unit for the beginning) to check what we like or don't like, and if we would emphasize, supplement or even reject something; to personalize, or in other words, to make other materials more relevant and meaningful for the students; and to use props, visuals or realia.

Last but not least, Ekşi (2010) emphasizes a different approach to be considered when planning authentic materials' activities for young learners, namely considering their purpose, their difficulty, their relevance and interest, the quality of the materials, if they are practical and their cultural appropriateness.

2.4 – Literature review summary

Summing up, a course book is undeniably an important tool both for teachers and students. However, there seems to be common sense in suggesting that teachers need to take into consideration their students' needs and take risks, developing new ideas, which does not necessarily mean following what is suggested in the course book. Creating new materials leads teachers to develop their creativity, to take risks and consequently to learn and understand what works best and what does not.

This report aims to find out more about the teacher's performance when teaching based on the course book and without it, considering the pros and cons previously presented and hoping to find answers to the following research questions:

1. What are the possibilities of using a course book as a menu?
2. What differs between teaching solely based on the course book and teaching without the course book?

Chapter 3: The Action Research

3.1 – Context

The school where I did my teaching practice is in the district of Lisbon. In this area, a middle-low social status prevails, a large part of the population is aging and there is a high number of immigrants, turning this parish into a multicultural centre (unpublished school documentation).

In the school year 2016/2017, about 355 students attended the school, distributed over 15 classes: one pre-school class and 14 first cycle classes. About 55% of the students benefitted from economic aid from the school's social action services (SASE). In addition, the school offers *Atividades de Enriquecimento Curricular* (AEC) – English, Music and Physical Education – and provides an extended schedule, assured by *Componente de Apoio à Família* and *Atividades de Animação e Apoio à Família*.

The class group I worked with was a 4th grade group of 19 students: eight girls and 11 boys, aged between 9 and 10 years old. One of the students had special educational needs and I did not have permission to include him in my study. He attended very few lessons and did very little in relation to English.

Generally speaking, their average English level was good according to the placement test marks (average of 74%) and they were always enthusiastic during the lessons and very eager to learn. It is important to say that they had had English since the 1st grade in the AEC and there were a few students who stood out in terms of acquisition (vocabulary and structures) from the previous years; they were quite fast acquiring new contents and always tried to express themselves in English. There were others, three in particular, who were constantly interrupting and whose attention span was low. After speaking with their mainstream teacher, I came to know that their difficulties were not restricted to the English lessons.

As in all of the 4th grade groups in this school cluster, there were two English lessons per week, of 60 minutes each. In this class, the lessons were on Wednesdays at 2 o'clock and on Thursdays at 3 o'clock. The course book was *New Treetops 4* (Oxford University Press) and in the previous year it had been *New Treetops 3*. I soon found out that the students not only enjoyed this course book, but also felt a great connection to its characters.

3.2 – Methodology

After carefully choosing my area of interest and then researching the literature, I developed my action research project. I followed the four stages of action research: planning, action, observation and reflection (Burns, 2010: 8).

Initially, my practicum was expected to take place from September to December 2016, but for health reasons I was unable to work from November to December 2016. I returned to the second part of my study in January 2017 and concluded it in February 2017. For better understanding, the diagram below (figure 2) shows the stages I went through, including the tools I used (which will be explained next):

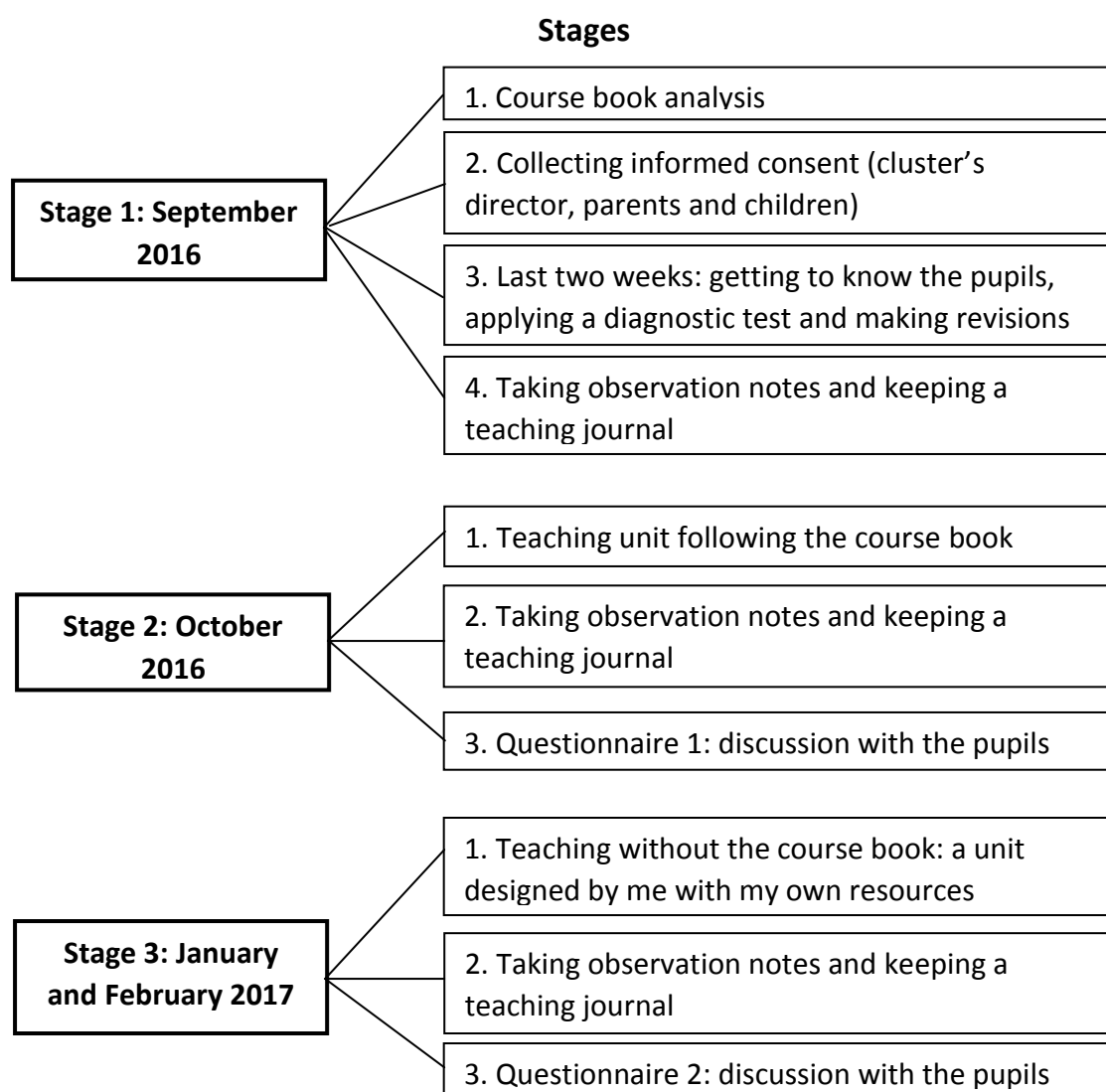


Figure 2 – My practicum stages

3.2.1 – Informed consent

Before starting my practicum, I had to ask for informed consent to the school, parents and children. I handed in a formal letter to the school's director (see appendix 1), another one to the parents at the first meeting of the school year (see appendix 2) and then a more informal letter to the children in the first lesson (see appendix 3). This was done after carefully explaining the purpose of my study and making clear that they were not forced to accept and that they could change their minds at any time during the study.

In the end, only one out of 19 parents did not give permission and the 18 children who were allowed all agreed to participate.

3.2.2 – Tools

For my study I chose both qualitative and quantitative tools to help me to collect data. As I had to plan and design a unit, I started by evaluating the course book according to the grid (see appendix 4) provided by Ekşi (2010: 338), which works as a checklist “to evaluate course books so as to find the best of its kind available for the intended use”. This grid analyses the physical format of the course book, the content, vocabulary and structures, graphic elements, the teacher’s book, other supplementary materials and pedagogical issues. This was done at the beginning of the school year.

Since my area of study is about the use of course books in the classroom, I prepared questionnaires to hand in after a unit taught exclusively based on the course book (see appendix 5) and another one to apply after a unit planned and designed by me without following the course book (see appendix 6), so that I could have students’ opinion about learning and working with the course book and without it.

In order to collect data to help me provide progress notes on the class, during the lessons I took notes using an observation grid, which considered skills, attitudes and motivation. The results helped me compare if there were any differences in participation, motivation and acquisition of the contents taught in those two moments. In addition, to keep a record of my own thoughts, I kept a teaching journal, written after the lessons, about my personal perceptions. The results helped mostly to identify in which part of my study students were more motivated and engaged according to each type of activity, but also to analyse my own feelings during the two moments of my study.

3.3 – Results and discussion

This section describes the results of the tools of each stage of my practicum, accompanied by the analysis and discussion of the data I collected. To make this analysis and discussion more meaningful and understandable, I will include the observations I collected during the lessons and my teaching journal reflections. I will also add some excerpts of my weekly reflections to my supervisor during PES II whenever I feel it is useful to support my points of view felt during the practicum.

3.3.1 – Research questions

Before I started my practicum, my initial research question was “What are the possibilities of using a course book as a menu?”. My main aim was to discover more options to teach the contents foreseen by the *MC* without having to rigidly follow the instructions suggested by the course book, whether in terms of units, skills or the sequence of activities. With the course book I was going to use I had a good opportunity to insert a topic from the *MC* from scratch because it was not included. Besides, I was used to creating my own materials and I was curious about how to do it. So, this was a great opportunity to apply my prior knowledge and at the same time I would practice and learn more about how to plan a unit based on a topic, which was something I only started learning properly during the MA. I decided that in the first stage I would teach a unit based on the course book, following the ‘script’ suggested in the Teacher’s Book guide and after that I would design my own unit from scratch and teach with my own materials. While planning my own unit, I had to guarantee that the *MC* were accomplished and at the same time I could not alter the school’s year plan which had already been established and approved.

During my practicum, another question emerged: “What differs between teaching solely based on the course book and teaching without the course book?”. This issue arose because while preparing the lessons I felt there were significant differences for me as a teacher and there were also differences in my students when comparing their performance and attitudes in my lessons with and without the course book.

3.3.2 – Course book analysis (Stage 1)

As previously mentioned, I used Ekşi’s checklist grid (see appendix 4) to know more about the course book I was going to use, although the real intent of the grid is to use it while analysing course books to compare with others and to select one later. Still, it helped me to analyse the first units in *New Treetops 4* and to have my own perception of it.

Overall, my impression of the course book was quite good. It is clearly written for a global audience and it is very short when compared to the majority of the other course books for this grade. At the same time, the grid presented me with a lot of

other criteria that I had not thought about before, such as the usefulness of the Teacher's Book guidance or if the contents were up-to-date and thus meaningful for the students. Among others, I considered as the most positive aspects: the physical format and the graphic elements (very appealing), the topics and their meaningfulness (vocabulary and grammar), the characters, stories and songs and chants and the adaptability of the course book's contents and activities.

Regarding the negative aspects, I considered the poor representation of other countries or cultures; the variety and pace of the activities and materials and the increasing of complexity in the activities. These last two I scored low but I do not see them as negative aspects: the fact that the course book does not have a huge variety of activities and materials makes it consistent, and I consider that the level of complexity does not increase much, which means, in my point of view, that they are appropriate for the students, although for the best students they may not be challenging enough. Considering the materials that come with the course book, they were generally appropriate, but some of the flashcards had overly small images that the students could not visualize well. Last but not least, while analysing the course book I became aware that some 4th grade contents of the *MC* were not included, namely 'places at school', 'body parts', 'the five senses' and 'rooms in the house'. The last one would be the topic I would chose to introduce together with furniture.

3.3.3 – Working with the course book (Stage 2)

This took place in the second stage of my practicum, from September to October 2016. Here I started teaching solely based on the course book and followed only the teacher's book guidelines at the beginning of the school year.

In the first place I will explain the process of planning according to the course book; secondly, I will give one example of an activity that went well and another one that did not go so well, supporting that data with evidence given by my observation grids, my teaching notes and questionnaire 1; then I will add my feelings and thoughts about working with the course book, laying out what I considered positive and negative for me as a teacher-trainee, taking into account what I had researched for my literature review.

3.3.3.1 – Planning: the process

Together with my co-operating teacher, it was decided that I would start from the beginning of the course book, so I taught pages 4 to 11 from *New Treetops 4*, which corresponded to an introductory unit – Autumn, pp. 4-5 – and to unit 1 – In the Town, pp. 6-11. Overall, I taught six lessons based on the course book. Thus, I prepared the lessons solely based on the *New Treetops 4 – Teacher’s Book* (pp. 13-19), excluding activities from the Activity Book, because the students did not have it.

So, for each lesson I prepared my lesson plan with both the course book and teacher’s book in front of me. After carefully reading what was supposed to be done in that lesson, I had to interiorize it and basically the very act of planning consisted of copying the stages suggested in the teacher’s book to my own lesson plan outline. I assume here that I understood the meaning of operating the system that absolves teachers from responsibility mentioned by Swan (1994), because in fact I did not have to think much about what I was going to do – everything was there – except to memorize what to teach, in the order the course book gave it to me.

My experience of planning following the teacher’s book guidelines gave me the insight that it is a somewhat easier and time-saving task when comparing it to planning on my own because the hard work was done, and by hard work I mean the process of thinking about the topic, the aims for the unit, thinking about activities or tasks, planning each session, the aims for each lesson, the skills to explore in each lesson, how to access them etc., which was what I had to do later when planning all by myself. In this sense I must agree that the course book “is the best means of providing the structure” (Hutchinson and Torres, 1994: 321).

I would also want to make clear that even with my intention of following exclusively the teacher’s book guidelines, it was not always possible and it needed adaptations. For example, it contains activities from the Activity Book that the students did not have, so I never did those activities, although it was a very good resource for them to practise and consolidate contents. Regarding the flashcards, they are an extremely useful tool for classes, but I could not count on them for most of these lessons, because they were very small and students could not understand the images

from a short distance. For this reason, I used the teacher's flash drive and projected the course book's pages on the board and I did not use flashcards for this unit.

3.3.3.2 – A successful activity

This activity took place on 12th October 2016 and the aim of that lesson was to introduce a new topic in Unit 1 – *In the Town*. As it is described in the lesson plan (see appendix 7), it actually consisted of a sequence of three activities in one: listen and point, repeat and then number. As this was a vocabulary introduction lesson, the objectives were to say and identify places in a town.

Initially, the students had to look at an image of a town and identify places (they could use L1 in this stage). After that I introduced the new words related to places in town. Students had to follow by pointing to the numbered places in the image and repeating the words I said. This was done two or three times.

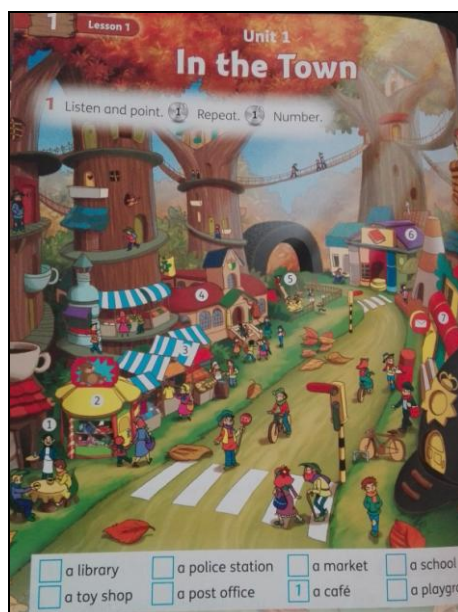


Figure 3 - *New Treetops 4*, page 6

Then, I played the audio and the learners had to listen to the words and point to the correct image. There were three sequences of repetitions, each one with a different order. After that, they had to listen and repeat the words. Finally, we all read the words in the box aloud and they were able to write the number of each place in the correct word in the box.

Taking into consideration the Encounter, Engage and Exploit model (Dias & Mourão, 2005), this sequence of activities was inserted in the Encounter stage. Even though this was not very mentally engaging (Halliwell, 1992), I considered this very simple but very successful for the students, because of what I could be aware of during the lesson, namely their interest and their behaviour. I remember an interesting observation from student K referring to the word 'café': "*Teacher, há um erro no livro. Em inglês não há acentos*" (my journal, 12/10/2016). I immediately praised her for being so attentive and said that she was right, but that there were exceptions just like in many other languages, so I explained that the word 'café' had a French origin but it is used in English to mean the place where people can go to drink coffee. Another curious remark was from student A, who noted that "*Library é livraria*" (my journal, 12/10/2016). I commended his observation very much, because he was one of the students with more difficulties. Then I explained that sometimes there are words in English similar to Portuguese ones, but with different meanings. In this case, 'a library' is where we can go to read or request books, and that *livraria* in English is a bookshop. For me, these two examples were an evidence that the students were engaged in learning the new lexical items and curious about the nature of those lexical items, expressing curiosity and their ability to notice and compare new words.

As the students were listening to the words to point to in their course books, I walked around the classroom and observed that they were indeed dedicated to the activity. One of the difficulties, however, was to make sure that everyone was pointing to the correct image. The tendency (at least mine) was to monitor the weaker students, but I made sure I also checked the stronger ones. They enjoyed the activity as they asked me to put the track on one more time.

The overall behaviour in this lesson was also very good, considering a previous one that did not go so well. As this was the first lesson introducing a new topic, I may assume that the students feel more motivated and committed when they start learning new content never taught before and that they understand the importance of paying attention from the start.

3.3.3.3 – An unsuccessful activity

This activity took place on 6th October 2016 and the aim was to review words associated with autumn. Here, I will focus on exercise 2 on page 4 described in my lesson plan (see appendix 8), which consisted of observing the two pages to find the autumn items in the Treetops Town, say them and then complete the words. It is also important to stress that this was the first time writing in their course books.

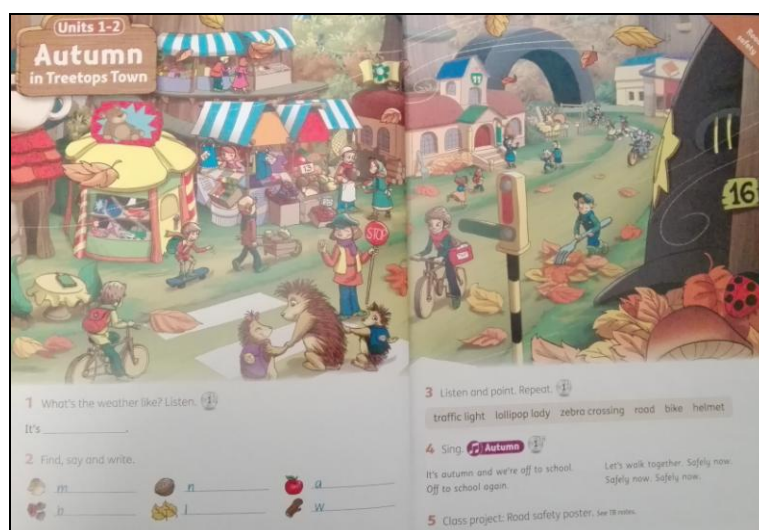


Figure 4 - *New Treetops 4*, pages 4-5

I do not think that any of the activities suggested by the course book went wrong. However, it was the students' restlessness during this lesson, and more specifically during this activity, that made me think that things did not go as I expected. Unbeknown to me, it had been an outdoor activity day and consequently the students were overexcited and it was hard to take full control of the lesson.

As the teacher's book was not totally clear about whether it was an individual or pair-work activity, I thought that doing this in pairs would be a better idea, because the words expected from the students were related to the 3rd grade course book and I supposed they might remember the words, but that they would not know how to write them. Apparently, in this case, and as they were restless, it would have been a better idea to change plans during the lesson and make them work individually to settle them down. Even while explaining the activity, some students were not paying attention and were looking at different pages, doing exercises on their own. It was not a successful activity because of their restlessness combined with it being the first time they were

actually writing in their course book. It would have worked better if I had known that they were having a day full of outdoor activities and prepared a different kind of lesson. Instead I opted to stick to my plan, which was following the course book; however, I should have been able to improvise and do something different to suit their mood.

3.3.3.4 – My feelings and thoughts

Teaching according to what was already planned was always something that put me under a great deal of pressure: when following something already done we need to make sure we do not skip steps, otherwise an activity or even a lesson may fall apart. Due to that insecurity, “I had to take topics with me. I feel silly but not comfortable without it. I’m afraid I can forget some step and then I ruin it all” (my journal 13/10/2016).

I would also like to add that it was unfortunate that the students did not have access to the Activity Book. It works as an extremely useful resource to supplement the course book, whether to work on during the lessons or for the students to practise at home and consolidate their learning. As the course has been created around both books, I believe the students would have benefited from having the Activity Book. Nevertheless, these lessons went really well most of the time regarding the objectives planned for each lesson, completing most of the activities, the students’ response and their motivation. I only had some behaviour management issues in the first lessons which I overcame by introducing a behaviour managing strategy, not part of the course book.

3.3.4 – Questionnaire 1 (Stage 2)

I gave the children questionnaire 1 after finishing the first unit “Places in Town” in October 2016 (see appendix 5). The following results show the 18 students’ opinions about their course books and it consisted of three questions:

1. *Gostas de usar o manual de Inglês? (Pinta uma carinha)/* Do you like to use your English course book? (Colour one face)
2. *De que é que mais gostas no teu manual? (Pinta só três carinhas)/* What do you like most in your English course book? (Colour only three faces)

3. *Como é que te sentes quando não precisas de usar o manual numa aula? (Pinta uma carinha)/ How do you feel when you don't have to use the course book in a lesson? (Colour one face).*

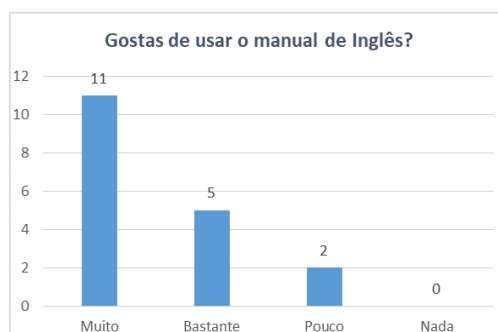


Figure 5 – Questionnaire 1 – Q1: “*Gostas de usar o manual de Inglês?*”

To the question “Do you like to use your English course book?” it is clear that the majority of students enjoyed using the course book as 16 out of 18 indicated they liked it ‘very much’. This was clear since the beginning of September when they had to start using the course book and they were extremely excited about it, leafing through it to explore the new contents. It is also the case in their other subjects. My final thought was that these results were a little frightening since the next stage would be to work without the course book, so the lessons and the contents had to be interesting and challenging enough to grab their attention so as not to let them miss the course book.

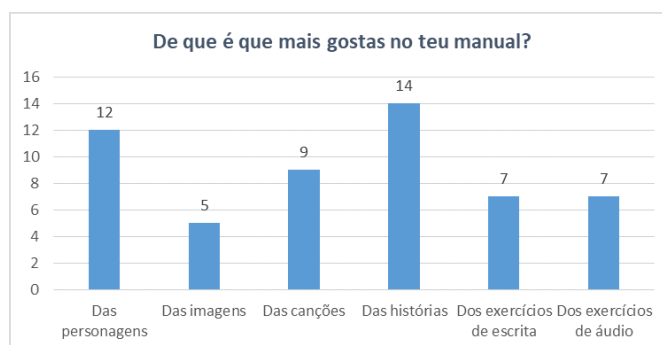


Figure 6 - Questionnaire 1 – Q2: “*De que é que mais gostas no teu manual?*”

Concerning the question “What do you like most in your English course book?” the three most voted for were: the stories (14 votes), the characters (12 votes) and the songs (nine votes). The images had five votes and the written and listening exercises both had seven votes. In my opinion, these results show that the students do relate to this course book’s characters and their adventures in the stories: “Stories help young children to develop concentration skills and also aspects of emotional intelligence,

such as empathy and relating to other people” (Read, 2007: 114). I can also infer that the course book’s songs also have an important impact on the students’ preferences because they “allow for both verbal and non-verbal participation through physical movement, actions drama and play” (ibid, p. 182). These preferences match with my own opinion while assessing the course book for the first time (see appendix 4), where I also thought that, overall, it was a very appealing course book in that sense. I think it is also clear that the students do not give such great importance to the written and listening exercises as complementing exercises and although the images were the least voted, they are what makes the stories and the characters so interesting for them.

My final thought on this was that for my next stage where I had to design my own unit, I had to definitely think about a story, a song and keeping the characters.

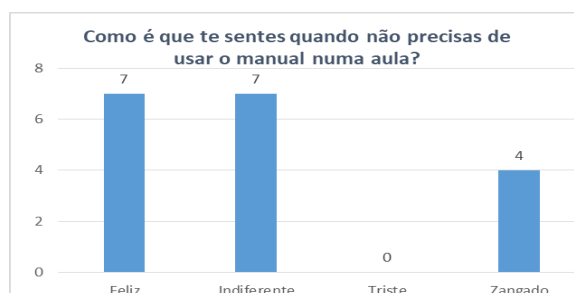


Figure 7 - Questionnaire 1 – Q3: “*Como é que te sentes quando não precisas de usar o manual numa aula?*”

To the final question “How do you feel when you don’t use your English course book”, seven students considered they felt happy, another seven felt indifferent and four admitted they felt angry. In theory then, not using the course book during the lesson should not be a problem for most of them, but I wondered if the students truly understood the question, because the vast majority had indicated they loved working with the course book.

3.3.5 – Working without the course book (Stage 3)

This took place in the third stage of my practicum, from January to February 2017. Here I had to discuss my idea with my co-operating teacher so that I did not diverge much from the school cluster’s planning. It was established that I could teach the topic I had chosen and that I would assess the students informally during the lessons, but it would not be assessed formally in the test at the end of the term.

In the following section I explain how I chose my topic, the process of planning and the materials I created. I will give one example of an activity that went well and another one that did not go so well and I will describe my feelings and thoughts about working without the course book. Finally, I will analyse the responses from questionnaire 2.

3.3.5.1 – Choosing the topic

I had to take into consideration the previous content taught by my co-operating teacher – Healthy eating – and the following one – My bedroom furniture, so I compared the units offered by the course book with what was required by the MC for the 4th grade. Rooms in the house (Lexis and Grammar, 4. 4. *Identificar vocabulário relacionado com os espaços à nossa volta – Divisões da casa*) was not represented in this level, but it was in the course book from the 3rd grade. As I could not make sure that that content had been taught previously and as it was related to the following topic ‘My bedroom furniture’, I planned to introduce rooms in the house.

Since my biggest concerns were the song and the story (the most voted for in Questionnaire 1), I chose the song *Topsy-turvy house*¹, which would fit in perfectly in my topic, because it is about furniture placed in strange rooms in the house (e.g: “A bath in the dining room”). Concerning the story, I opted to use the *New Treetops 4* story as it refers to the contents I would teach (rooms in the house and furniture); it keeps the characters the students loved so much and it also introduces the prepositions of place. The song became the starting point for me to articulate my lessons: starting with rooms in the house, then moving on to furniture and finally to prepositions of place.

3.3.5.2 – Planning: the process

After choosing the topic, I had to start planning my unit. I had to take into account the seven skills (Intercultural Domain, Lexis and Grammar, Listening, Spoken Interaction, Spoken Production, Reading and Writing) and think about what I wanted

¹ *Topsy turvy house* from: Canções em Inglês: pré-escolar e 1º ciclo. Divisão Educação, 2001 Câmara Municipal de Leiria (Arranjos musicais Joaquim Branco; vozes Sandie Mourão & Inês Marques; adaptado de Lobo M. J. & P. Subirà, 1993 Heinemann)

to develop in the lessons. So, I opted to start with the rooms in the house, then move to different items of furniture and finally introduce some prepositions of place.

My unit plan (see figure 7) describes the aims I set up for each skill, what I wanted to focus on for each skill and the respective activities, assessment tools and materials.

LONG-TERM PLAN 2 nd Term		My unit: rooms and furniture		Number of lessons: 10			
Aims		Skills		Focus		Activities	
<ul style="list-style-type: none">To be able to develop their world knowledge and that of others.To be able to work and cooperate in pairs and groups.		<i>Intercultural domain</i>		<ul style="list-style-type: none">Talk about different types of homes among studentsCarry out craft activitiesBeing able to cooperate when working in pairs and in groups		<ul style="list-style-type: none">Describing Ss’ homes and discussing different types of housesPair and group work	
<ul style="list-style-type: none">To identify the main idea and identify specific or detailed information.		<i>Lexis</i>		<ul style="list-style-type: none">Identify and understand vocabulary related to different rooms and furniture in the house		<ul style="list-style-type: none">Flashcards gamesWord cards gamesPuzzle gameMime gamesExploring a storyExploring a song	
<ul style="list-style-type: none">To understand some elementary structures.		<i>Grammar</i>		<ul style="list-style-type: none"><i>How many bedrooms are there? There are...</i><i>What is it? It is a/an...</i><i>Where is he/she/it? He/she/it is <u>in</u> the...</i><i>Is he in the bathroom? Yes, he is/ No, he isn’t.</i>Prepositions: <i>in, on, under, next to</i>		<ul style="list-style-type: none">Grammar-focused exercises with previously learned structuresGap filling activities	
<ul style="list-style-type: none">To recognize and understand simple words and sentences spoken in a clear and measured way.		<i>Listening</i>		<ul style="list-style-type: none">Identify rooms in a houseIdentify items of furnitureListen, identify and understand descriptions of housesUnderstand questions to locate itemsUnderstand classroom instructions		<ul style="list-style-type: none">Listen and repeatListen and pointListen and answerListen to descriptions of housesListen to furniture in different roomsListen to a storyListen to the song ‘Topsy-turvy house’	

<ul style="list-style-type: none"> • To produce sounds, intonations and rhythms of the language. • To interact with the teacher and colleagues using limited vocabulary in previously prepared situations. 	Spoken interaction	<ul style="list-style-type: none"> • Identify and name rooms in a house • Identify and name items of furniture • Sing a song ('Topsy-turvy house') • Describe a house 	<ul style="list-style-type: none"> • Ask and answer about rooms in the house and furniture • Use classroom language (e.g. <i>May I drink water, please?</i>)
<ul style="list-style-type: none"> • To produce short sentences and to ask and answer about frequently used vocabulary. 	Spoken production	<ul style="list-style-type: none"> • Produce short sentences to describe houses and furniture 	<ul style="list-style-type: none"> • Describe a house • Describe furniture/objects in different places • Sing the song 'Topsy-turvy house'
<ul style="list-style-type: none"> • To read and understand words and short sentences related to frequently used vocabulary. 	Reading	<ul style="list-style-type: none"> • Identify labelled images • Read a short story with previously learned vocabulary 	<ul style="list-style-type: none"> • Reading and understanding words and short sentences • Reading a story • Reading the lyrics of a song
<ul style="list-style-type: none"> • To write words and short sentences with frequently used vocabulary. 	Writing	<ul style="list-style-type: none"> • Label images • Describing a house • Write about the position of objects 	<ul style="list-style-type: none"> • vocabulary-focused exercises • labelling pictures • writing a short text describing Ss' homes • doing a project in groups based on the song 'Topsy-turvy house': writing
Assessment		<ul style="list-style-type: none"> • Listening exercise – worksheet • Group work – oral presentations • Direct observation of students • Round up activities • Self-assessment 	

Figure 8 – My unit plan

Planning a unit like this based on my own ideas was not an easy task for me. It requires ability and a knowledge that I had not yet developed, despite teaching in the AEC for a few years, so I found it very hard to put in practice. Besides, it took me a lot of time. I had to look at the course book's planning and other course books as well to see how it was done and adapt these to suit my students' needs. I also had to make it as clear as possible to work with it as my support-base to further plan lesson after lesson. In the end, I think I was able to put in practice most of the activities that I had planned, despite the fact that from lesson to lesson I had to adapt some things here

and there due mostly to time constraints and to ensure that I would accomplish what I had planned.

Overall, it was very stressful, especially thinking about how to link everything together in order to have a coherent sequence and not forgetting to cover all the skills. Besides, it was not only about designing the unit and planning: it demanded creating my own materials.

Concerning the lesson plans I wrote twice a week, I must say that this was where I learned the most. Again, it took far longer compared to planning with the course book. There is a huge difference between just thinking about what we are going to teach and actually sitting down and dedicating time to think about the aims for the lesson and what we want from the students for each activity.

3.3.5.3 – Materials

Concerning the materials for my unit, I used both teacher resources and self-made materials, which were created to look professional and to last longer. The following table (figure 8) lists the materials and for which part of my unit I used them.

House		Furniture
Teacher resources	Self-made resources	Self-made resources
<ul style="list-style-type: none"> ➤ Two posters ➤ A house outline for a worksheet 	<ul style="list-style-type: none"> ➤ A big house outline ➤ Word cards ➤ My house plan ➤ A fast finisher's word search ➤ Worksheet 	<ul style="list-style-type: none"> ➤ Flashcards ➤ Word cards ➤ Mini-flashcards ➤ Worksheet ➤ A listening track (self-recorded) ➤ Puzzles ➤ A big house outline

Figure 9 – List of materials

As can be seen in appendix 9, what was handmade I did with cardboard and markers and the rest I did on the computer, using the Paint programme to cut and edit images searched online and the Word programme to create the worksheets, flashcards and mini cards, the puzzle game and the true or false exercise.

The materials I used were cardboard, colourful sheets of paper and markers and it involved a printer and print cartridges. I cannot say exactly how much time I spent on each item of material, but I easily spent one to three hours on each one.

It gave me immense pleasure to create my own materials and be able to use some from magazines, something I had already done with other topics while teaching in the AEC. In my experience, and as previously discussed in the Literature Review chapter, it is undeniable, however, that: it requires a lot of time choosing images, formatting them, printing, cutting, laminating and cutting again if necessary; and it requires spending some money (cartridges, cardboard, colourful sheets, laminating sheets...). Nevertheless, it was time and money spent that provided me with materials for the rest of my professional life as a teacher and the students seemed to enjoy my choices: “*Onde é que arranjias coisas tão giras, teacher?*”, by student S (my journal, 9/02/2017).

3.3.5.4 – A successful activity

This activity started on the 9th February and finished on the 15th February 2017 and its aim was to have students working in groups of four or five students to create their own version of the song *Topsy-turvy house* (see appendix 12) and then perform it in front of the class as an oral presentation. Having the vocabulary (rooms and furniture) previously introduced and consolidated, I introduced the song and played it several times until the children were confident about the lexical set and the melody.

I split the class into groups of four and five students and, together, they had to write new lyrics for the song. They could include any rooms, furniture or animals they wanted to. After deciding it, they had to write the lyrics on the notebooks or on a sheet of paper and draw and colour the correspondent topsy-turvy house in a house outline I gave them. Finally, and as homework, they had until the following week to practise the song in groups in order to present their poster and sing their song in the next lesson.

I felt from the very beginning that this activity was going to be a success. When I first introduced the song one or two lessons before, they found it very funny because of its nonsense and absurdity and they easily let themselves flow in the jingle the song

offers. So, when I told them they would have to work in groups and make their own song, “They definitely were surprised and excited about the group work and most of the groups made an effort to express themselves in English” (PES II reflection, week 4). Proof of that was when student E reprehended a colleague because he suggested a normal description, when it was supposed to be weird descriptions: “A wardrobe in the bedroom, N? Really, N?” (my journal, 9/02/2017). Later I found out from the mainstream teacher that the children “had spent the whole week singing *Topsy-turvy house*, they used time-breaks to gather in groups to conclude their projects and rehearse and were even critical about each other’s roles during the work” (PES II reflection, week 5). Their presentations were amazing: they showed commitment and took it seriously; the pronunciation and accuracy was generally very good and they were very creative. There was a group that decided to use completely different animals to place in the furniture, including a dolphin and a mole, which was something that would never have crossed my mind (see figure 8).

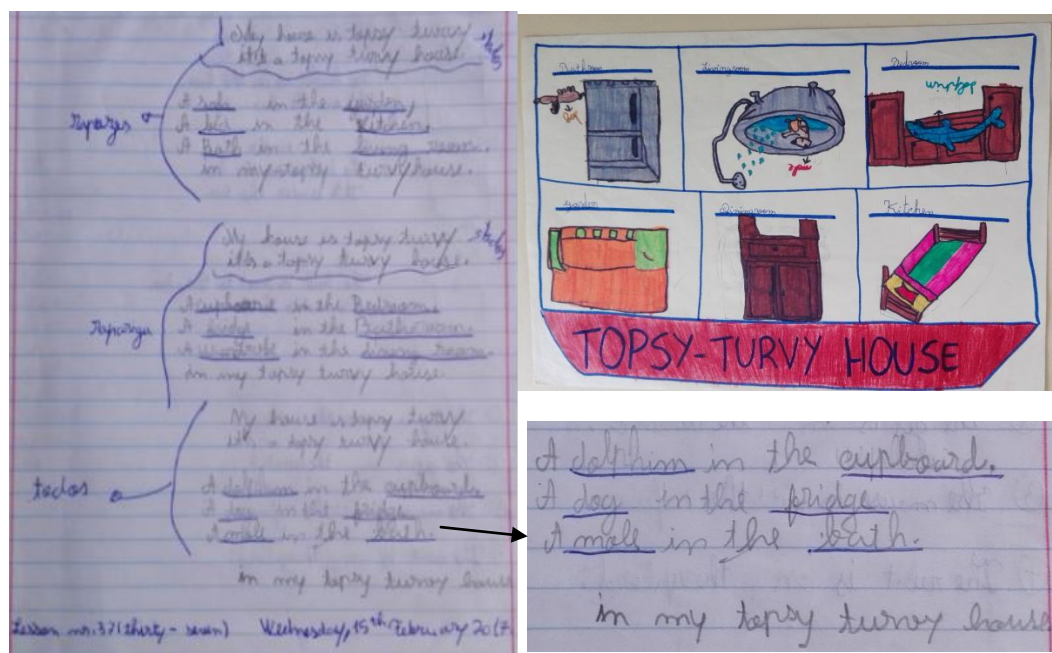


Figure 10 – Group work sample

Another thing I would like to emphasize is that it is indeed extremely important to have students working in groups, which is something that grants them ownership: “Students feel important, ‘adult-like’, responsible, they want to impress the teachers, their colleagues but also themselves. This can only bring positive things and amazing

results.” (PES II reflection, week 5). Also, as Hillyard (2013) explains concerning the use of songs, “we face the challenge of turning repetition into something meaningful and fun”. Considering her sequence of before (exposure), during (production) and after (expansion) activities, with this task the students easily moved into the expansion stage, “turning the repetition [of the song] into something meaningful and fun” (p. 19), giving them ownership.

3.3.5.5 – An unsuccessful activity

This activity took place on 2nd February 2017 during my observed lesson with my supervisor and the aim was to have students working in pairs playing a puzzle game (see figure 9) with images of the furniture items and asking and answering questions (see appendix 15).



Figure 11 – Puzzle game

The objectives for this game were to apply and consolidate previously learned vocabulary and to promote speaking skills by practising question/answer. The students worked in pairs and together they had to join the pieces of seven furniture images to complete seven complete puzzles. After that, they had to choose and point to a puzzle and ask each other “What is it?” and the other had to answer “It’s a ...”.

My intention was to provide an enjoyable activity while making a puzzle and interacting with each other in L2, practising what they had been learning. While planning at home before the lesson, I joined the pieces of the seven images together and I estimated approximately that the students would need 12 to 15 minutes to complete the puzzles and ask and answer questions with each other.

In fact, what happened was that three or four pairs finished the puzzles and the question/answer in less than 5 minutes and others did not finish the seven puzzles until the end of the lesson. My supervisor gave me the following feedback:

You set up the pair work activity nicely, dividing the cc into pairs using AB, but unfortunately once the puzzle activity began, the lesson fell apart. Children were left for long periods of time with nothing to do and it could have been a recipe for chaos, although they were very well behaved really! There was huge potential for this activity and I would have liked to see the cc making the sentences as a follow up, which was also a nice idea (Supervisor's feedback, 2nd February 2017).

This was exactly what happened and at that time I was so obsessed with taking observation notes on each pair asking and answering that I did not notice that others were already bored and without anything to do. I had planned a follow up activity, which was to build sentences to label each puzzle – I had set an envelope for each pair with all the words mixed, so for those who had finished so fast I should have given them this second activity. I did not do it because when I realized it the lesson was about to finish in five minutes.

So, after the lesson and during the meeting with my supervisor, here are the conclusions we discussed concerning this activity (taken from this lesson's feedback):

1. The puzzle activity did not provide reasons to speak English by itself, so the students just divided the pieces and completed each one by themselves and said nothing or just spoke L1.
2. The puzzles were too difficult and prompted students to speak in L1.
3. The speaking activity was not an information gap activity, because asking and answering about seven images that can be seen by both students leaves no real reason to ask the question.
4. The fact that I was collecting observation notes from each and every pair prolonged the activity, which led a lot of students with nothing to do for more than 10 minutes.

As an alternative to this activity, a mini-cards memory game or a guessing game in pairs would have worked better and speaking skills would have been incorporated in a more meaningful way.

From this activity I learned that even when we want to create an enjoyable learning environment and give students the opportunity to play a different game, we must always think about the level of meaningfulness and challenge and never forget that the main purpose must always be to use L2. This activity clearly did not demand much use of English and gave opportunities to speak L1, which was something that I had not predicted.

3.3.5.6 – My feelings and thoughts

When comparing both stages – using the course book and not using the course book – I definitely felt a greater freedom and much more self-confidence in the classroom while teaching the lessons I had designed. When teaching my own lessons without the course book I did not worry about skipping steps as I did while following the course book planning: when I planned, I idealized things from scratch and the ideas – whether they were good or bad choices – were mine, so I knew them by heart.

I also think I was able to create a pleasant environment in the classroom most of the time and the insight that I have is that the students had a lot more fun with the lessons I designed than those based on the course book. The biggest evidence of that is in a lovely notebook that the class offered me in the end of the practicum and where they mention, among other things, that: “Foi muito divertido este tempo de aulas. Aprendemos muitas coisas na brincadeira” (student C); “[...] e que volte para nos dar mais aulas e poderemos fazer mais jogos divertidos” (student O); “Nunca mais irei ter uma te[a]cher tão divertida e brincalhona” (student L).

However, this does not mean that everything went perfectly well: in fact, there were more flaws in the lessons I designed than with those I taught based on the course book. I believe I was being too ambitious, I should have dedicated more time to some of the activity set-up stages and their aims and probably that was why some activities were not challenging enough for my group of students.

3.3.6 – Questionnaire 2 (stage 3)

I applied this questionnaire when I finished my practicum. This shows the responses of the 18 students on the lessons without using the course book and the questions were:

1. *Gostaste das aulas sem teres de usar o manual de Inglês?* (Pinta uma carinha)/ Did you like English without the course book? (Colour one face)
2. *De que é que mais gostaste nesta aulas?* (Pinta só quatro carinhas)/ What did you like most in these lessons? (Colour only four faces)
3. *Como é que te sentiste por não usares o manual de Inglês?* (pinta uma carinha)/ How did you feel about not using your English course book? (Colour one face)

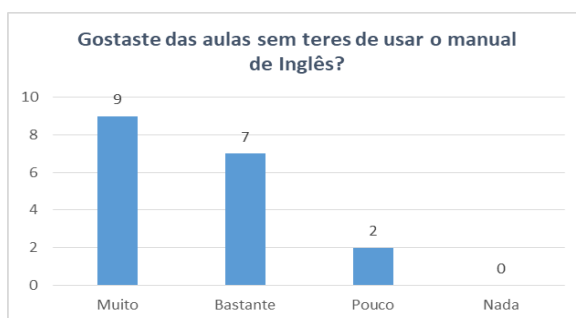


Figure 12 - Questionnaire 2 – Q1: “Gostaste das aulas sem teres de usar o manual de Inglês?”

To the question “Did you like English without the course book?”, 16 students responded they enjoyed the lessons while only two did not like it very much. With these results it is clear that, although they also like to use the course book, they do not mind learning without it. If initially I was afraid of teaching without the course book for fear that they would not like the idea of not working with it, it seems that my work in this class was successful in that sense and they did not miss their ‘old friend’.

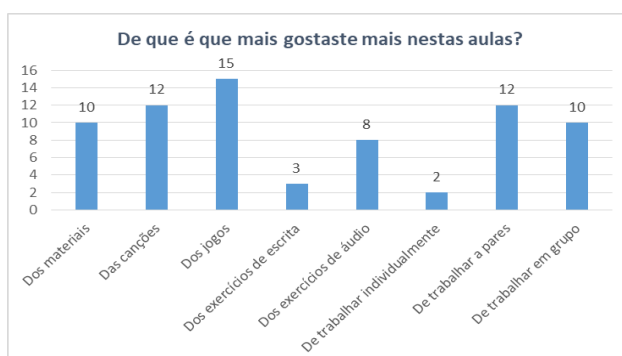


Figure 13 - Questionnaire2 – Q2: “De que é que mais gostaste nesta aulas?”

Considering what they liked the most in these lessons, the students’ preferences were: the games (15 votes), the songs and working in pairs (12 votes each)

and the materials and working in groups (10 votes each). Listening exercises come closer with eight votes and what they liked the least were the written exercises (three votes) and working individually (two votes).

These results show that games play a huge role in the students' engagement in the English lessons: they promote an enjoyable environment in the classroom and they are fun (Read, 2007: 150). The same must be said about the songs: in this case I believe they referred specifically to *Topsy-turvy house*, so I must believe that my choice worked very positively because of the absurdity of the song but most of all because they were able to create their own version. I also feel very pleased for observing that they enjoyed working in pairs and in groups.

Considering working in pairs, although there was that one activity that did not go well, they worked like this more times and I observed they enjoyed doing it and were engaged. They also enjoyed working in groups and they were able to respect each other and organize their projects with confidence and responsibility. I may be wrong, but from the insight that I have, the students enjoyed working in pairs or groups this much because it is something they are not really used to doing. Finally I found it interesting that they also liked the materials I used, which makes me really happy and proud of myself. It means they acknowledged the things I did for their lessons, so the time and effort was worth it.

As in Questionnaire 1, written exercises do not seem to be the favourite activity for the students and in fact it was not a priority for me while planning my lessons. I consider they have plenty of time to practise writing in the near future and I favoured speaking, reading and listening more. Despite being voted as the least favourite, they obviously enjoyed writing their own song.

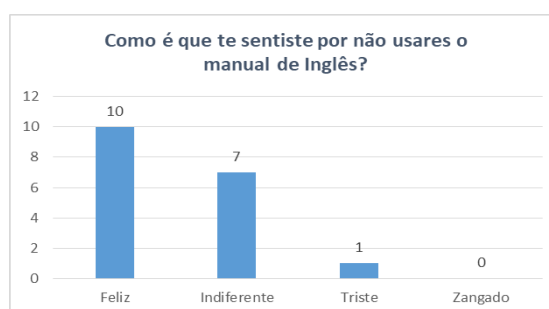


Figure 14 - Questionnaire 2 – Q3: "Como é que te sentiste por não usares o manual de Inglês?"

To the final question “How did you feel about not using your English course book?” the majority of the students (17) responded they felt happy or indifferent about using the course book or not and only one admitted having felt sad. This confirms that they are perfectly fine with learning using different materials and resources other than the course book.

3.3.7 – Results and discussion summary

Throughout this chapter, I was able to show and discuss the evidence I collected from my study. In the first stage, I presented the importance of analysing the course book to devise my future work, which helped me to be aware of the course book’s “strengths and weaknesses” (Ekşi, 2010: 239) and to have my own point of view. After that I explained and discussed the processes of working with and without the course book: the process of planning between those two moments was different and despite having much more work planning on my own, I felt more comfortable teaching my unit than that suggested by the course book.

Taking into account the materials I used, it was clear that I used many more resources in the lessons without the course book. I spent much time and money creating my own resources, but they were made to last and I enjoyed making them. The course books resources were not always reliable in my point of view (e.g. A5 flashcards with small images which the students could not understand).

Considering the results of a successful and an unsuccessful activity for both moments: with the course book the lessons regularly went well and the one that did not go so well was due to my option of keeping to my lesson plan instead of adapting to suit the students’ mood on that day; without the course book, the lessons also went well, although some of my choices planning the activities were not always successful and not adequate both for the stronger and for the weaker students.

Questionnaires 1 and 2 given to the students were also analysed mainly to validate what I could observe during the lessons: they enjoyed working with the course book but they also enjoyed the lessons without it and they demonstrated more enthusiasm and engagement during these lessons.

In the end, I think the biggest find was that both the children and I preferred the lessons without the course book.

Chapter 4: Conclusion

4.1 – Brief summary of research questions and findings

To my initial question “What are the possibilities of using a course book as a menu?” my choice fell on building a whole unit planned by me from scratch and making or using my own materials. When comparing the lessons I taught in both moments – with and without the course book – there was no clear evidence of activities that had gone wrong while teaching based on the course book, but the same did not happen during the lessons planned by me. As could be realized, my options were not always successful whether in terms of challenge or meaningfulness of the activities, which I think were intrinsically related to poor judgement while planning, especially when defining the aims. I must admit maybe I was being too ambitious with my area of interest. However, the students seemed to enjoy more the lessons without the course book than those with the course book.

Regarding the question “What differs between teaching solely based on the course book and teaching without the course book?”, the major differences were felt during the planning process in my stage 3. Choosing the topic to teach was the easiest part, but designing the unit plan and lesson plans and creating the materials were an exhausting path. Nevertheless, I always felt very at ease doing what I thought of myself, even with its flaws, than teaching the way the course book indicates and I believe that contributed to such a good environment in the classroom. Maybe that also justifies why they enjoyed the lessons designed by me so much.

4.2 – Relevance of the results for my development as a teacher

What I definitely learned more about with my study was how to plan a lesson properly. As I mentioned initially, I had already worked as an AEC teacher for a few years but I was baffled by everything that I learned about lesson planning. The MA and this practicum gave me a real perception of how defining aims for each lesson and

goals for the students regarding each activity is essential when preparing the sessions. I will not say I was a bad teacher before that – I always planned my lessons for each class and I always took their specificities into consideration – but now I see that having a proper lesson plan improves the quality of my lessons, of the activities and tasks and my performance as teacher.

At the same time, I learned that what we think might work, even fairly planning, in fact may have the opposite effect. As a teacher and for the future, I must be more alert to the signs the students give whether they are bored or restless and I need to be able to improvise more and change plans if what I am doing is not working.

Concerning the self-made materials, I felt proud of what I was able to research and create and those materials are now available for upcoming lessons with other classes as I was very careful making them to last for a long time. However, the time I spent making those materials was huge and thinking that I had to plan so many lessons not forgetting my personal job as an AEC teacher, it can be truly demanding at times. If I could and if I had much more time too, I would like to create a story and if I was skilled at music, maybe to write and produce a song related to the topics in question. In this sense, I consider that course books have full advantage because they generally present us and the students with beautiful stories, with characters the students get easily used to and the songs are very funny and appealing.

Last but not least, this study helped me realize I need to practice more how to implement pair work activities. I tried it a couple of times and overall it worked, but I always missed the ‘information gap’ factor that makes the activity meaningful. For the future I have to research more relevant activities with a clear purpose.

4.3 – Further thoughts

Considering my concern about implementing more pair work activities, while planning according to the course book in unit 1, I noticed that there were not many activities requiring non-individual work, exception made to the role plays, songs and games. This can be a perfect example of how teachers should easily adapt and supplement activities in order to make the lessons more students-centred and triggering their interests.

4.4 – How the results might be relevant to other classrooms or situations

I think that what this study may mostly offer is a view that it is indeed possible to work on the *MC* without using the course book. It is time-consuming and it can be exhaustive but if teachers could try to design a unit every now and then, in a short period of time they would build their own repertoire they could use anytime from then on to supplement the course book. In this sense, it is important to have a critical eye towards the course book in use and there should be an awareness of the importance of the SARS model in order to enhance each lesson.

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List of appendices

Appendix 1 – Letter of consent – Director



Pedido de autorização ao Senhor Diretor

Exmo. Senhor Diretor [redacted],

O meu nome é Ana Elisabete Fernandes dos Santos Lourenço e é com muito gosto que irei estagiar no Agrupamento de Escolas [redacted] durante o 1º período deste ano letivo.

Estou a fazer o Mestrado em Ensino de Inglês no 1º Ciclo na Faculdade de Ciências Sociais e Humanas da Universidade Nova de Lisboa e o mestrado implica que, durante o estágio, faça um pequeno projeto de investigação. Este projeto será incluído no meu relatório final, cujo título será: *Course books as menus, not recipes (Manuals como menus, não como receitas)*.

Venho, por este meio, solicitar a Sua autorização para a realização do meu estágio neste Agrupamento, bem como poder incluir os alunos da turma [redacted] do 1º ano da Escola [redacted] neste projeto que vai decorrer entre setembro e dezembro de 2016.

Depois de pedir, também, autorização aos Encarregados de Educação e aos seus educandos para os incluir no meu estudo, a recolha de dados será efetuada mediante: questionários; recolha de opiniões dos alunos em pequenos debates; e notas de observação de aulas. A qualquer momento qualquer aluno poderá escolher não participar. As informações obtidas serão referidas no meu relatório final de mestrado e eventualmente em artigos académicos e conferências.

A instituição e todos os seus funcionários e as crianças permanecerão anónimos em qualquer circunstância. Nunca serão tiradas fotografias nem obtidas imagens, nem da instituição nem das crianças.

Se tiver questões a colocar agradeço que me contacte pessoalmente através do seguinte email: analourenco86@gmail.com

Agradeço a Sua autorização para a realização deste projeto. Peço, por favor, que esta seja assinada até ao dia 30 de setembro de 2016.

[redacted], 21 de setembro de 2016
Ana Lourenço

Professora Doutora Sandie Mourão
Orientadora de Estágio
FCSH, Universidade Nova Lisboa

Eu, _____
Diretor do Agrupamento de Escolas [redacted], declaro que fui informado dos objetivos do projeto intitulado *Course books as menus, not recipes (Manuals como menus, não como receitas)* e autorizo a realização do estágio por parte da aluna Ana Elisabete Fernandes dos Santos Lourenço na Escola [redacted].

Data: _____

Assinatura: _____

Appendix 2 – Letter of consent – Parents



Pedido de autorização aos Encarregados de Educação

Caros pais e encarregados de educação,

O meu nome é Ana Elisabete Fernandes dos Santos Lourenço e é com muito gosto que irei estar com o seu educando a estagiar durante o 1º período deste ano letivo.

Estou a fazer um Mestrado em Ensino de Inglês no 1º Ciclo na Faculdade de Ciências Sociais e Humanas da Universidade Nova de Lisboa e o mestrado implica que, durante o estágio, faça um pequeno projeto de investigação. Este projeto será incluído no meu relatório final, cujo título será: *Course books as menus, not recipes (Manuais como menus, não como receitas)*.

Venho, por este meio, solicitar a vossa autorização para poder incluir o seu educando neste projeto que vai decorrer entre setembro e dezembro de 2016 durante o meu estágio.

Depois de pedir, também, autorização ao seu educando para o/a incluir no meu estudo, a recolha de dados será efetuada mediante: questionários; recolha de opiniões dos alunos em pequenos debates; e notas de observação de aulas. A qualquer momento o seu educando poderá escolher não participar. As informações obtidas serão referidas no meu relatório final de mestrado e eventualmente em artigos académicos e conferências.

A instituição e todos os seus funcionários e as crianças permanecerão anónimas em qualquer circunstância. Nunca serão tiradas fotografias nem obtidas imagens, nem da instituição nem das crianças.

Se tiver questões a colocar agradeço que me contactem pessoalmente através da professora titular de turma.

Agradeço que dê autorização para que o seu educando possa participar no meu estudo. Peço que entreguem esta autorização assinada até ao dia 30 de setembro de 2016.

_____, 21 de setembro de 2016
Ana Lourenço

Professora Doutora Sandie Mourão
Orientadora de Estágio
FCSH, Universidade Nova Lisboa



Eu, _____

Encarregado(a) de educação de _____

declaro que fui informado(a) dos objetivos do projeto intitulado *Course books as menus, not recipes (Manuais como menus, não como receitas)* e autorizo/não autorizo* o meu educando a participar no estudo.

Data: _____

Assinatura: _____

*É favor sublinhar a sua opção

Appendix 3 – Letter of consent – Children



Autorização aos Alunos



Queridos(as) alunos(as),

Foi com um enorme prazer que seleccionei a vossa turma para participarem no projeto final do meu mestrado em Ensino de Inglês no 1º ciclo! 😊

E querem saber o porquê? Porque esta é a última etapa para me tornar Professora de Inglês no 3º e 4º ano, e vocês terão um papel fundamental no meu estudo! Por isso, venho por este meio pedir a vossa autorização para vos incluir neste meu projeto, cujo título é *Manuais como menus, não como receitas*.

O que vamos fazer ao longo deste 1º período? Vamos aprender Inglês com o apoio do vosso livro – *New Treetops 4* – mas também usando estratégias e materiais que não necessitam do manual.

O que é que vocês terão de fazer? Responder a pequenos questionários e participar em pequenos debates sobre melhor forma de aprender Inglês na escola primária: com o livro ou com materiais diferentes? Ou uma junção das duas coisas? Vamos descobrir isso juntos? 😊

De que forma é que isso vos vai beneficiar? Terão acesso a formas diversificadas de aprender Inglês sem necessariamente recorrer ao manual. Prontos para descobrir o que vou preparar para vocês? Espero conseguir surpreender-vos! 😊

De que forma é que isso me vai ajudar? Vou escrever um diário com as vossas opiniões. Vou analisar todos os questionários, as vossas opiniões, o meu diário e utilizar todas essas informações no meu relatório final. É possível que fale sobre os resultados em conferências e em artigos também!

Não se preocupem: nunca vou mencionar nenhum dos vossos nomes. Poderão é escolher um pseudónimo (um nome que podem inventar, à vossa escolha).

A qualquer momento poderão decidir que não querem participar, e não haverá qualquer problema! É só dizerem.

Se tiveres alguma dúvida podes vir falar comigo que eu estarei sempre disponível.

Não te esqueças de me devolver esta autorização na próxima aula, ou podes também entregar à Professora [] se a trouxeres mais cedo.

[], 21 de setembro de 2016
Ana Lourenço



Eu, _____
aluno(a) da turma [] do []º ano da escola []

Quero participar no projeto da Profª Ana Lourenço ☐

Não quero participar no projeto da Profª Ana Lourenço ☐
(coloca uma cruz (X) no quadrado correto)



Data: _____

Assinatura: _____

Appendix 4 – Ekşi's course book evaluation checklist

Rate the criteria below as follows:

* Poor = 1 **Fair = 2 ***Good = 3 ****Excellent = 4

	*	**	***	****
	1	2	3	4
Physical Format				
Is the cover attractive and meaningful?				X
Is the cover and binding durable?			X	
Are the illustrations appealing?				X
Do the illustrations help teach the concepts and words being developed?				X
Is the print (size and type of font) appropriate for children?				X
Is the layout of pages appropriate (densely cluttered pages, supported by clear pictures and graphic illustrations, with large margins, etc.)?				X
Is the price fair?	not applicable			

	1	2	3	4
Content				
Are the topics interesting for the children?				X
Are the topics arranged in a logical way?				X
Is the content graded in terms of difficulty?			X	
Are the characters attractive for the children?				X
Is the content related to other areas of curriculum?			X	
Is the content bias-free?				X
Is it free of material that might be offensive according to accepted community standards?				X
Does the content serve as a window into the target language culture?			X	
Is a broad range and diverse representation of other countries presented?	X			
Are the cultural notes significant and appropriate for the children?		X		
Is the content up-to-date and accurate?				X
Are the materials, language focus and activities in general appropriate for your learners?				X
Is it adaptable to students' needs, interests and abilities?				X
Will the course book meet the long-term and short-term goals specific to your learners?				X
Do the activities and materials used have variety and pace?		X		
Does it have a glossary?	X			

	1	2	3	4
Vocabulary and Structures				
Is the vocabulary significant for the age group?				X
Are new vocabulary items presented appropriately?				X
Is there constant revision of the vocabulary and structures			X	

learnt?				
Is language (vocabulary and structures) introduced in a meaningful context?				X
Do structures gradually increase in complexity?		X		

Graphic Elements	1	2	3	4
Are the illustrations clear and suitable for children?				X
Do they successfully depict the situation or convey the concept?				X
Are the drawings or photographs suitable for the cognitive complexity of the children's age?				X

Teacher's Book	1	2	3	4
Does the teacher's book give useful and complete guidance?			X	
Does it offer extra activities (optional activities for various types of learners, photocopiable sheets, etc.)?			X	
Are the suggestions for the teacher flexible and adaptable to a variety of student needs?				X
Does the teacher's edition also include student pages?	X			
Are there the transcriptions of the audios?				X
Are the solutions to the activities and exercises correct and clear?				X

Other Supplementary Materials	1	2	3	4
Is the coursebook accompanied by flashcards, posters and other visuals to help children comprehend better?		X		
Are the audio cassettes or CD-ROMs clear and understandable?			X	
Do they contain songs, rhymes, stories, dialogues and different voices?				X
If the book is a part of series, are other books in the series also suitable for use in your school?				X
Does the coursebook come with software that includes colourful multimedia (animations, games, pronunciation practice, etc.)?			X	
Does the coursebook have a website (that offers engaging worthwhile internet activities)?			X	
Does the book have a video that is integrated with the content?	X			

Pedagogical Issues	1	2	3	4
Does the book cover the syllabus of your school to a sufficient extent?			X	
Are the units well organized and offer easy progression?				X
Is the programme easily adaptable to fit different teaching situations?				X
Do the activities focus on different ways in which students learn based on various learning styles?			X	

Are the multiple intelligences (such as visual, musical, and kinaesthetic) utilized to support every children in the classroom?				X
Are the skills (listening, speaking, reading and writing) introduced and practised appropriately for your learners?				X
Are the activities and tasks appropriate for children in terms of context and level?			X	
Are pair and cooperative learning activities plentiful and meaningful?			X	
Are students asked to do more than rote memorization and recall?				X
Is the book sufficiently challenging for students (neither too difficult nor too easy)?			X	

Appendix 5 – Questionnaire 1

O que eu acho do manual de Inglês

Questionário 1

Este questionário é para saber o que é que vocês acham do vosso manual de Inglês.
Obrigada! 😊

Pseudónimo _____ Data _____

1. Pinta uma carinha

Gostas de usar o manual de Inglês?

Muito



Bastante



Pouco



Nada



2. Pinta só três carinhas

De que é que mais gostas no teu manual?



Das personagens



Das imagens



Das canções



Das histórias



Dos exercícios de escrita



Dos exercícios de áudio

3. Pinta uma carinha

Como é que te sentes quando não precisas de usar o manual numa aula?



Feliz



Indiferente



Triste



Zangado

O que eu achei das aulas sem o manual de Inglês

Questionário 2

Este questionário é para saber o que é que vocês acharam das aulas sem usar o manual de Inglês. Obrigada! ☺

Pseudónimo _____ Data _____

1. Pinta uma carinha


Gostaste das aulas sem teres de usar o manual de Inglês?


Muito Bastante Pouco Nada


   


2. Pinta só quatro carinhas


De que é que gostaste mais nestas aulas?


 Dos materiais


 Das canções


 Dos jogos

 Dos exercícios de escrita

 Dos exercícios de áudio

 De trabalhar individualmente


 De trabalhar a pares

 De trabalhar em grupo

3. Pinta uma carinha

Como é que te sentiste por não usares o manual de Inglês?

Feliz Indiferente Triste Zangado

Appendix 7 – Lesson plan (12th October 2016)

Lesson plan – 12th October 2016 (Thursday)

Trainee: Ana Lourenço	Supervisor:
Class:	Class size: 19
Date: 12/10/2016	Level: 4th

<p>Class profile (a brief description of the class)</p> <p>In this class, there are 8 girls and 10 boys.</p> <p>They are very interested, competitive (in a good way), eager to learn but talkative and sometimes restless. Overall, it is a great class, with great students.</p>
<p>Aims for the lesson (language/skills/other aims)</p> <p>To introduce a new unit: identify and say words related to places in town.</p>
<p>Timetable fit (why you are teaching this content at this point in the course)</p> <p>This is the first unit suggested by the CB and by the trimester's planning made by the English teachers in my cluster. It is also the first stage for my report: to work only based on the CB.</p>
<p>Anticipated problems and possible solutions (language/behaviour/ other things that might affect your lesson)</p> <p>Ss might struggle to pronounce some words correctly. Possible solution: repeating two or three times each while doing the listening exercise; ask some Ss to answer to what I'm pointing at and recasting when necessary; the chant, played two or three times, will also help them to improve their pronunciation.</p> <p>Behaviour issues (Ss talking loudly and all at the same time trying to answer)/ time management. Possible solution: a change in the initial routines, because that is where most of the time has been wasted.</p>
<p>Language content: Vocabulary</p> <p>A library, a police station, a market, a school, a toy shop, a post office, a café, a playground.</p>
<p>Language content: Structures/Grammar</p> <p>What do you see? (I see) A market, a café...</p>
<p>Intercultural content</p> <p>-</p>
<p>Materials</p>

Course book, page 6; CD 1 – tracks, 5 - 7; <i>New Treetops 4</i> USB flash drive; projector; lyrics of the chant to project on the board.
Extra activities (for early finishers) -
Homework -
Assessment (self/peer assessment or teacher assessment) Observation grid – teacher assessment.
Other relevant information -
Areas I would like my supervisor to focus on while observing If I improved my body language to make myself understood (miming, gesturing...)

Stage and time	Aim	Procedure	Interaction
1. Opening routine Greetings.	Greetings: to develop speaking skills and oral interaction.	T greets the Ss (Hello, good afternoon. How are you (today)?). Ss answer back (Hello, good afternoon teacher. I'm [good, fine, tired...]).	T – Ss
Setting up the lesson: handing out course books and notebooks (Ss) and writing the lesson on the board (T) and on the notebooks (Ss).	To preparing the class to get ready for the English lesson. T opening the lesson on the board: to save time and avoid confusion with hand writing.	T asks who is in charge for handing out the materials. T writes the lesson and the date on the board and Ss copy to their notebooks.	T – Ss
Singing the Hello song (T and Ss). - 7-10 minutes (L2)	Hello song: to develop listening, repeating and memorizing. All contribute to create routines, to start the lesson in an engaging way and to create a pleasant bond between T and Ss.	T counts down from 4-1 to sing the Hello song. Ss sing along, with the gestures.	T and Ss
2. Explaining they are about to learn some places in the town - 1 minute (L2)	To get them comfortable about what they are going to learn.	T explains today they will learn some places in a town and tries to see if any S knows the term 'town'.	T - Ss
3. Eliciting: what do	Encounter stage: to	T asks Ss to unfold the	

<p>you see?</p> <p>CB, Treetops Town map (pendrive/projector)</p> <p>- 1-3 mins (L2)</p>	<p>provide new and comprehensible input (new vocabulary).</p> <p>To learn new lexical items with the help of pictures to infer meaning.</p>	<p>gatefold map (Treetops Town) at the beginning of the CB and find as many places as they can in the town. Ss are expected to answer in L1, but some may know some vocabulary already.</p>	<p>T -Ss</p>
<p>4. Vocabulary introduction</p> <p>CB, p. 6 (pendrive/projector)</p> <p>- 1-3 mins (L2)</p>	<p>EEE model: Encounter – to provide new and comprehensible input (new vocabulary).</p> <p>To learn new lexical items with the help of pictures to infer meaning.</p>	<p>T projects page 6 on the board and asks Ss to point to the each numbered image and repeat a word. After doing this 2 or 3 times, T asks some Ss to come to the front, listen to a place in town and point to the correct one (8 places). The other Ss say if it is correct or not.</p>	<p>T –Ss</p>
<p>5. Listen and point. Repeat. Number.</p> <p>CB, p. 6, track 5-6 (pendrive/projector/CD 1-)</p> <p>- 8-10 mins (L2)</p>	<p>EEE model: Engage – to memorize and start getting in contact with the new language.</p> <p>To develop listening skills.</p>	<p>T tells Ss to look at page 6 and that they are going to listen and point to the places as they hear them mentioned. They will hear the same words 3 times, but in a different order each time.</p> <p>Then, they must label the town in page 6, writing the number in the correct word in the box.</p> <p>T asks 8 Ss to give the answers out loud and the others must check their answers as well.</p>	<p>Ss</p> <p>S</p> <p>T-Ss</p>
<p>6. Chant.</p> <p>CB, p. 6, track 7 (pendrive/projector/CD 1)</p> <p>- 3-5 mins</p>	<p>To practise and improve pronunciation.</p> <p>To memorize new words and to create a fun and engaging environment.</p> <p>To stir.</p>	<p>T tells Ss they are going to listen to and say a chant. T plays track 7 for them to listen. Then practise the chant until they are able to say it more confidently.</p>	<p>Ss</p>

7. Mime game - 5-10 mins	To promote social skills and creativity. To have a fun and enjoyable activity. To stir.	T tells Ss they are going to play a mime game: one S comes to the front and mime a place in town. The other Ss try to guess it right, raising their hands to answer.	S-Ss
8. Closing routine: Tidy up and farewells (Ss and T). – 2/3 minutes, L2 -	Tidy up: indicates the lesson is over Farewells: develops speaking skills and oral interaction.	T tells Ss to tidy up. Before leaving in order, T says Goodbye, see you next week. Ss answer back, then they leave the classroom.	T and Ss

Appendix 8 – Lesson plan (6th October 2016)

Lesson plan – 6th October 2016 (Thursday)

Trainee: Ana Lourenço	Supervisor:
Class:	Class size: 19
Date: 06/10/2016	Level: 4th

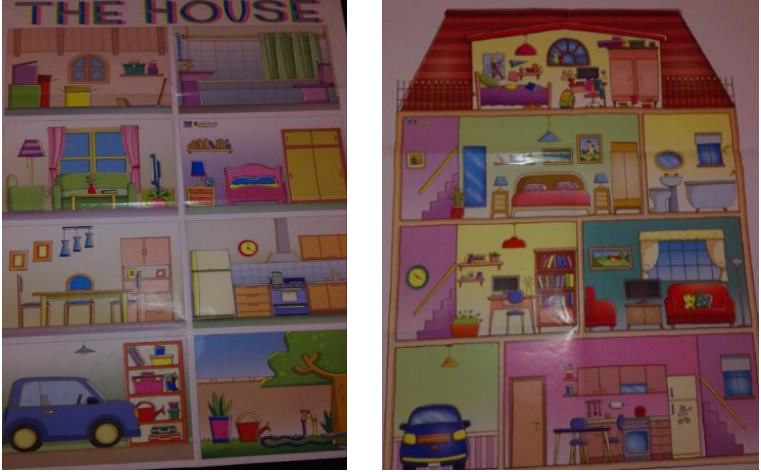
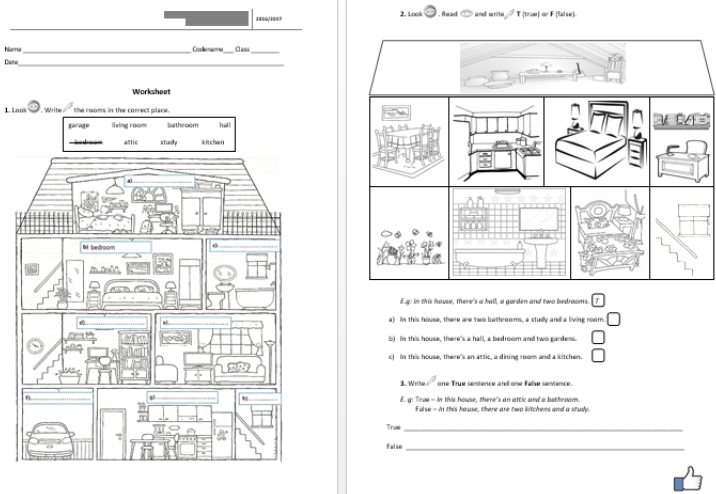
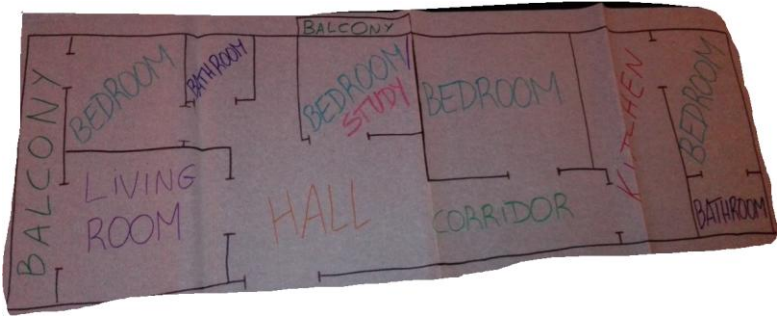
<p>Class profile (a brief description of the class)</p> <p>In this class, there are 8 girls and 10 boys.</p> <p>They are very interested, competitive (in a good way), eager to learn but talkative and sometimes restless. Overall, it is a great class, with great students.</p>
<p>Aims for the lesson (language/skills/other aims)</p> <p>At the end of this lesson, Ss will be able to review consolidate vocabulary related to Autumn (3rd grade revision) and to review words related to road safety (last lesson).</p>
<p>Timetable fit (why you are teaching this content at this point in the course)</p> <p>As by now I'm following the course book structure, this introductory unit (Autumn) is the first one and allows a review of previous vocabulary and also introduces some new ones related to road safety.</p>
<p>Anticipated problems and possible solutions (language/behaviour/ other things that might affect your lesson)</p> <p>Remembering and identifying some words related to Autumn</p> <p>Ss trying to respond all at the same time – too much noise.</p>
<p>Language content: Vocabulary</p> <p>Weather: windy</p> <p>Autumn (last year's vocab. revision): apple, mushroom, berries, nuts, leaves, wood</p> <p>Road safety (last lesson's revision): traffic light, lollipop lady, zebra crossing, road, bike, helmet</p>
<p>Language content: Structures/Grammar</p> <p>Weather: What's the weather like today? It's...</p> <p>Autumn and road safety: What do you see? (autumn and road safety vocabulary)</p>
<p>Intercultural content</p> <p>-</p>


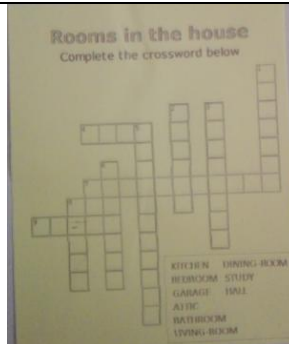



































































Materials Course book; CD 1 – tracks 1 to 3; New Treetops pen driver; projector; Word document – lyrics.
Extra activities (for early finishers) -
Homework -
Assessment (self/peer assessment or teacher assessment) -
Other relevant information -
Areas I would like my supervisor to focus on while observing -



Stage and time	Aim	Procedure	Interaction
Opening routine: Greetings and singing the Hello song. - 1 minute, in L2 -	Greetings: develops speaking skills and oral interaction. Hello song: develops listening, repeating and memorizing. Both contribute to create routines, to start the lesson in an engaging way and to helps to create a pleasant bond between T and Ss.	T greets the Ss (Hello, good afternoon. How are you(today)?). Ss answer back (Hello, good afternoon teacher. I'm [good, fine, tired...]). T counts down from 4-1 to sing the Hello song. Ss sing along, with the gestures.	T and Ss
Setting up the lesson: Handing out course books, notebooks and opening the lesson on the board and on the notebooks. - 10 minutes, in L2 -	Preparing the class to get ready for the English lesson. Opening the lesson on their notebooks: settling routine	T asks who is in charge for handing out the materials. T chooses a S to write the lesson on the board. The other Ss copy to their notebooks.	Ss
Handing out/Collecting placement tests. – 10/15min., L1 -	To inform the Ss of their level according to the results.	T gives a general impression of the tests. T stresses out the importance of using capital letters in certain cases and about some common orthographic	T

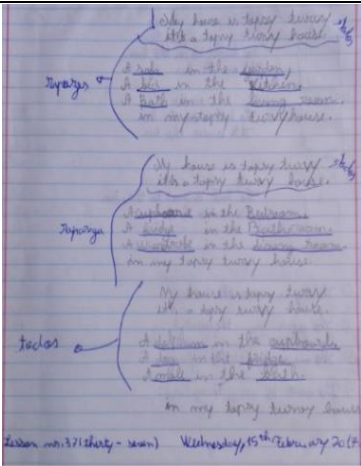





		<p>mistakes.</p> <p>T asks Ss to check their corrections and if they have any queries. Then, T collects the tests.</p>	
<p>Weather revision: listening exercise – CB, p. 4, ex. 1; CD1, track 1.</p> <p>– 5/7 min, L2 -</p>	<p>Reviewing some weather vocabulary (question/answer)</p>	<p>T tells Ss they are going to listen to two people talking about the weather. Plays the track and if they had understood, plays again and ask them to answer to ex 1 in the CB.</p> <p>Correction on the board (T).</p>	T and Ss
<p>Find, say and write: Autumn vocabulary – CB, p. 4, ex. 2.</p> <p>– 7/10 min, L2 -</p>	<p>Reviewing Autumn vocabulary.</p> <p>Pair work: fosters social awareness.</p>	<p>T asks Ss to remember last year's vocabulary related to Autumn and to find, point and identify the items on page 4. T asks some Ss to come to the board/projector to point to those items and to repeat the words to the class.</p> <p>Ss are asked to do ex 2 in pairs: writing the words.</p> <p>T selects some Ss to correct the exercise on the board.</p>	Ss
<p>Road Safety: vocabulary revision and Autumn song: CD1, track 3; word document with lyrics.</p> <p>– 7/10 mins, L2 -</p>	<p>Applying vocabulary in a song.</p> <p>Identifying rhythms, memorizing and singing along.</p>	<p>T asks Ss to remember last lesson's content and points and repeats twice to each road safety item. Ss do the same as T.</p> <p>T shows the lyrics on the projector and puts on the Autumn song for Ss to sing along.</p>	T and Ss
<p>Closing routine: Tidy up and farewells (Ss and T).</p> <p>– 2/3minutes, L2 -</p>	<p>Tidy up: indicates the lesson is over</p> <p>Farewells: develops speaking skills and oral interaction.</p>	<p>T tells Ss to tidy up.</p> <p>Before leaving in order, T says Goodbye, see you next week. Ss answer back, then they leave the classroom.</p>	T and Ss

Appendix 9 – Materials table

Skill/domain	Materials
<p>Posters 1 and 2</p> <p>Lexis and grammar</p> <p>Listening</p> <p>Spoken production</p>	
<p>Worksheet</p> <p>Lexis and grammar</p> <p>Reading</p> <p>Writing</p>	
<p>House plan</p> <p>Intercultural domain</p> <p>Lexis and grammar</p> <p>Reading</p> <p>Writing</p> <p>Spoken production</p>	

<p>House outline/word cards</p> <p>Lexis and grammar</p> <p>Listening</p> <p>Reading</p> <p>Spoken production</p>																													
<p>Fast finisher's word search</p> <p>Lexis</p> <p>Writing</p>																													
<p>Furniture flashcards/word cards</p> <p>Lexis and grammar</p> <p>Listening</p> <p>Reading</p> <p>Spoken production</p>	<div></div>																												
<p>Listening exercise</p> <p>Lexis and grammar</p> <p>Listening</p>	<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>Name _____ Codename _____ Date 02/ 02/ 2017</div><div>Listen  and circle </div></div><div><table><tr><td>1.</td><td>a) </td><td>b) </td><td>c) </td></tr><tr><td>2.</td><td>a) </td><td>b) </td><td>c) </td></tr><tr><td>3.</td><td>a) </td><td>b) </td><td>c) </td></tr><tr><td>4.</td><td>a) </td><td>b) </td><td>c) </td></tr><tr><td>5.</td><td>a) </td><td>b) </td><td>c) </td></tr><tr><td>6.</td><td>a) </td><td>b) </td><td>c) </td></tr><tr><td>7.</td><td>a) </td><td>b) </td><td>c) </td></tr></table></div><p>Plus a self-recorded</p></div>	1.	a) 	b) 	c) 	2.	a) 	b) 	c) 	3.	a) 	b) 	c) 	4.	a) 	b) 	c) 	5.	a) 	b) 	c) 	6.	a) 	b) 	c) 	7.	a) 	b) 	c) 
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<p>Puzzle game</p> <p>Lexis and grammar</p> <p>Spoken production</p> <p>Spoken interaction</p>																																																	
<p>Lyrics outline</p> <p>Lexis and grammar</p> <p>Listening</p> <p>Reading</p> <p>Spoken production</p>																																																	
<p>Fill in the gaps exercise</p> <p>Lexis and grammar</p> <p>Listening</p> <p>Reading</p> <p>Writing</p>	<p>My house is topsy turvy it's a topsy turvy house.</p> <p>A _____ in the _____</p> <p>A _____ in the _____</p> <p>A _____ in the _____</p> <p>In my topsy turvy house.</p> <p>My house is topsy turvy it's a topsy turvy house.</p> <p>A _____ in the _____</p> <p>A _____ in the _____</p> <p>A _____ in the _____</p> <p>In my topsy turvy house.</p> <p>My house is topsy turvy it's a topsy turvy house.</p> <p>A _____ in the _____</p> <p>A _____ in the _____</p> <p>A _____ in the _____</p> <p>In my topsy turvy house.</p>																																																
<p>Listen and tick exercise 1</p> <p>Lexis and grammar</p> <p>Listening</p> <p>Reading</p> <p>Writing</p>	<table><tr><td></td><td>BATHROOM</td><td>LIVING ROOM</td><td>BEDROOM</td><td>KITCHEN</td><td>DINING ROOM</td></tr><tr><td>SOFA</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>BED</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>TV</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>BATH</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>WARDROBE</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>FRIDGE</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CUPBOARD</td><td></td><td></td><td></td><td></td><td></td></tr></table>		BATHROOM	LIVING ROOM	BEDROOM	KITCHEN	DINING ROOM	SOFA						BED						TV						BATH						WARDROBE						FRIDGE						CUPBOARD					
	BATHROOM	LIVING ROOM	BEDROOM	KITCHEN	DINING ROOM																																												
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<p>Listen and tick exercise 2</p> <p>Lexis and grammar</p> <p>Listening</p> <p>Reading</p> <p>Writing</p>	<table><tr><td></td><td>SOFA</td><td>BED</td><td>CUPBOARD</td></tr><tr><td>RABBIT</td><td></td><td></td><td></td></tr><tr><td>MOUSE</td><td></td><td></td><td></td></tr><tr><td>FISH</td><td></td><td></td><td></td></tr></table>		SOFA	BED	CUPBOARD	RABBIT				MOUSE				FISH																																			
	SOFA	BED	CUPBOARD																																														
RABBIT																																																	
MOUSE																																																	
FISH																																																	

<p>Group work – lyrics and outline</p> <p>Lexis and grammar</p> <p>Writing</p> <p>Spoken production</p>	<div></div> <div></div>
<p>True or false exercise</p> <p>Lexis and grammar</p> <p>Reading</p> <p>Writing</p>	<p>TRUE OR FALSE?</p> <div><p>The mouse is <u>in</u> the box. <input checked="" type="checkbox"/> TRUE</p></div> <div><p>The mouse is <u>under</u> the box. <input type="checkbox"/> FALSE Correction: The mouse is <u>on</u> the box.</p></div> <div><p>The mouse is <u>on</u> the box. <input type="checkbox"/></p></div> <div><p>The mouse is <u>under</u> the box. <input type="checkbox"/></p></div>

Appendix 10 – *Topsy-turvy house* original lyrics

My house is topsy turvy
it's a topsy turvy house.
A sofa in the bedroom,
A bed in the kitchen.
A TV in the bathroom.
In my topsy turvy house.

My house is topsy turvy
it's a topsy turvy house.
A bath in the dining room,
A wardrobe in the kitchen.
A fridge in the living room
In my topsy turvy house.

My house is topsy turvy
it's a topsy turvy house.
A rabbit in the cupboard,
A mouse in the fridge.
A fish in the wardrobe.
In my topsy turvy house.

Appendix 11 – Lesson plan (15th February 2017)

Lesson plan – 15th February (Wednesday)

Trainee: Ana Lourenço	Supervisor:
Class:	Class size: 19
Date: 15/02/2017	Level: 4th grade

Class profile (a brief description of the class)

In this class, there are 8 girls and 10 boys.

They are very interested, competitive (in a good way), eager to learn but talkative and sometimes restless. Overall, it is a great class, with great students.

Aims for the lesson (language/skills/other aims)

For the Ss to make oral presentations of the results of their group projects.

To listen, understand and read a story.

To revise 3rd grade prepositions (*in, on*) and introduce new ones (*under, next to*).

Timetable fit (why you are teaching this content at this point in the course)

To select a CB activity: a story to introduce prepositions and have Ss identifying, placing objects and saying sentences about in different places.

Anticipated problems and possible solutions (language/behaviour/ other things that might affect your lesson)

Oral presentations are predicted to last no more than 2/3 minutes each. If it takes longer for some reason, last activity carries on next lesson.

Some Ss may have problems with pronunciation while reading the story. I'll use corrective feedback.

Language content: Vocabulary

Previously learned contents (presentations):

- Rooms: bedroom, bathroom, living room, dining room, kitchen, garage, attic, hall, garden
- Furniture: cupboard, fridge, bed, bath, wardrobe, sofa, TV.
- Animals: rabbit, fish, mouse

<p>Story vocabulary: rain, umbrella</p> <p>Revised contents: school objects (pencil, pen, pencil case, book, <i>etc.</i>)</p>
<p>Language content: Structures/Grammar</p> <p>Adjectives: tidy vs messy</p> <p>Prepositions: in, on (3rd grade), under, next to (new words).</p> <p>Where's the ...? (The object) is/ It's (preposition) the (object).</p>
<p>Intercultural content</p> <p>-</p>
<p>Materials</p> <p>Coursebook (pp. 42-43)</p> <p><i>New Treetops 4</i> CD 2, track 31</p> <p>Prompt images (PDF document)</p> <p>Realia: school object (revision): pencil, pen, pencil case...</p> <p>Bell</p>
<p>Extra activities</p> <p>-</p>
<p>Homework</p> <p>-</p>
<p>Assessment (self/peer assessment or teacher assessment)</p> <p>Observation grid – T assessment.</p>
<p>Other relevant information</p> <p>-</p>
<p>Areas I would like my supervisor to focus on while observing</p> <p>The way I set up story time (pre, during and post).</p>

Stage and time	Aim	Procedure	Interaction
1. Opening routine Greetings.	Greetings: to develop speaking skills and oral interaction. To prepare the class to get ready for the English lesson.	T greets the Ss (Hello, good afternoon. How are you (today)?). Ss answer back (Hello, good afternoon teacher. I'm [good, fine, tired...]).	T – Ss
Opening the lesson	T writing the lesson on the board: to save time and avoid confusion with hand writing.	T asks for the weather, Ss answer. T asks a S to say the number of the lesson and another on to say the date. T writes the lesson on the board and the whole class read in chorus. Ss copy to their notebooks.	T and Ss
Singing the <i>Hello song</i> .	T writing topics on the board: to let Ss be aware of the aims for the lesson.	T writes topics of what Ss will do in the lesson.	T and Ss
- 5-7 minutes (L2)	Hello song: to develop listening, repeating and memorizing. All contribute to create routines, to start the lesson in an engaging way and to create a pleasant bond between T and Ss.	T asks the Ss to stand up and counts down from 4-1 to sing the Hello song. Ss sing along, with the gestures and interact with each other.	
2. Oral presentations: group project - 10-15 min. (L2)	To present the results of the group's work. To sing a personalized song, giving Ss confidence and a sense of responsibility and achievement.	Each group comes to the front, presents their houses to the class and sings their version <i>a capella</i> of their "Topsy-turvy house". T records (audio only). T comments/gives feedback on each group after each presentation.	Ss T-Ss
3. Pre-listening/reading PDF document	To explore creativity. To raise curiosity about the story.	T tells they will listen to a story. First, displays three images on	

<p>Projector Computer</p> <p>-2-3 minutes (L2 and L1)</p>		<p>the projector (PDF doc.) to make them think of what the story will be about. T helps if they don't remember "umbrella". The whole class discuss options, preferably using L2.</p>	<p>T</p> <p>Ss</p>
<p>4. Story time: "A messy bedroom"</p> <p>Coursebook (pp. 42-43)</p> <p>CD2 – track 31</p> <p>- 8-10 minutes (L2 and L1)</p>	<p>To listen, understand and read a story.</p> <p>To introduce prepositions of place.</p>	<p>Then, Ss will be asked to open their CBs on page 42. T plays track 31 (CD2) and Ss listen, read and underline words they don't know (if there are any). In the end, T asks for any questions (if they didn't understand any words or don't know how to spell) and makes questions about the story (e.g. What does Bud's bedroom look like? Tidy? Messy? Where are Bud and Squirrel in picture 9? Where is the umbrella?).</p> <p>T asks Ss' opinion about the importance of having a tidy bedroom and what their bedrooms look like (in L1).</p> <p>T plays the track once again and Ss read.</p>	<p>Ss</p> <p>T-Ss</p> <p>T-Ss</p> <p>Ss</p>
<p>5. Post-listening: reading aloud</p> <p>Coursebook (pp. 42-43)</p> <p>- 5 minutes (L2)</p>	<p>To assess Ss reading skills.</p> <p>To practise pronunciation.</p>	<p>T asks some Ss to play the role of the story's characters and read (Pip, Bud, Petal, Holly, Squirrel). This will be done twice (two groups of Ss).</p> <p>T assesses Ss while they read.</p>	<p>Ss</p> <p>T</p>
<p>6. Revision: school objects and <i>in, on</i></p> <p>Coursebook</p> <p>School objects</p> <p>- 5 minutes</p>	<p>To revise school objects.</p> <p>To implicitly introduce prepositions.</p> <p>To revise 3rd grade content (<i>in, on</i>).</p> <p>To use <i>realia</i>: authentic materials connect</p>	<p>T asks Ss to look at the story's pictures and asks again where the Squirrel and the umbrella are. They are expected to answer "<i>In the wardrobe</i>" (written in picture 8, p. 43).</p> <p>After that, T takes a pencil and a pencil case, asks for the</p>	<p>T-Ss</p> <p>T</p>

(L2)	language with real life - improves learning.	<p>names of those school objects (revision) and puts the pencil <i>in</i> the pencil case. T asks “Where’s the pencil?”, Ss must answer “(It’s) <i>In</i> the pencil case”. T writes the word “in” on the board and asks Ss to put their pencil <u>in</u> their pencil cases. After that, T puts the pencil <i>on</i> the pencil case, and asks again where it is for the Ss to answer. T writes the word “on” on the board and asks them to put their pencil <u>on</u> the pencil case.</p> <p>T asks two or three Ss to come to the front, place the pencil <i>in</i> or <i>on</i> the pencil case and they must ask another S “Where’s the pencil?”, for them to answer.</p>	<p>T and Ss</p> <p>Ss-Ss</p>
<p>7. Introducing <i>under</i> and <i>next to</i> School objects</p> <p>- 5 minutes (L2)</p>	<p>To introduce new words.</p> <p>To practise Q&A concerning where the objects are placed.</p> <p>To implicitly explain the use of the personal pronoun <i>It</i>.</p> <p>Mnemonic chant: to help memorizing prepositions</p>	<p>T takes a pencil and puts <i>under</i> the pencil case. Asks where the pencil is, eliciting/teaching the word “under” and then saying “The pencil is <i>under</i> the pencil case”. Ss repeat. T writes the word “under” on the board and Ss put their pencil under the pencil case.</p> <p>The same is done, this time with the pencil <i>next to</i> the pencil case. T elicits/teaches the word “next to”. T adds “next to” on the board and Ss put their pencil next to the pencil case.</p> <p>T asks two or three Ss to come to the front, place the pencil <i>in</i>, <i>on</i>, <i>under</i> or <i>next to</i> the pencil case and they must ask another S “Where’s the pencil?”, for them to answer. T explains they can either say</p>	<p>T</p> <p>Ss</p> <p>T</p> <p>Ss</p> <p>Ss-Ss</p> <p>T</p>

		<p><i>"The pencil is under the pencil case" or "It's under the pencil case".</i></p> <p>When they finish, T teaches Ss a very short mnemonic chant with hands gestures</p>	T
<p>8. Pair-work</p> <p>School objects</p> <p>- 5 minutes (L2)</p>	<p>To practise Q&A concerning objects in different places.</p> <p>To use language meaningfully.</p> <p>To assess speaking skills.</p>	<p>In pairs, Ss are asked to place their objects (they can use other school objects they know) and ask their partners "Where's the (object)?", and the other S must answer "(The object is/It's) (preposition) the (object)". T names student A and student B, and student A starts. Then they alternate.</p>	S-S
<p>9. Closing routine:</p> <p>Tidy up and farewells (Ss and T).</p> <p>– 1 minute (L2)</p>	<p>Tidy up: indicates the lesson is over</p> <p>Password game: to end the lesson in a focused way.</p> <p>Farewells: develops speaking skills and oral interaction.</p>	<p>T tells Ss to tidy up.</p> <p>Password game.</p> <p>Before leaving in order, T says Goodbye, see you next week. Ss answer back.</p>	T and Ss

Appendix 12 – Lesson plan (2nd February 2017)

Lesson plan 6 – 2nd February (Thursday)

Trainee: Ana Lourenço	Supervisor:
Class:	Class size: 19
Date: 02/02/2017	Level: 4th grade

<p>Class profile (a brief description of the class)</p> <p>In this class, there are 8 girls and 10 boys.</p> <p>They are very interested, competitive (in a good way), eager to learn but talkative and sometimes restless. Overall, it is a great class, with great students.</p>
<p>Aims for the lesson (language/skills/other aims)</p> <p>At the end of the lesson, Ss will be able to identify and recognize vocabulary related to furniture, while using short sentences.</p> <p>Skills: speaking, listening, thinking and reading.</p>
<p>Timetable fit (why you are teaching this content at this point in the course)</p> <p>Learning, practising and consolidating vocabulary related to furniture, so in the following lessons Ss can start learning and using prepositions.</p>
<p>Anticipated problems and possible solutions (language/behaviour/ other things that might affect your lesson)</p> <p>I made the audio for the listening exercises myself. Although I already tried it and it sounds good, if somehow there's trouble with the sound, I'll read it to them.</p> <p>There might be some noise during the pair work (puzzle game), because it is the first time they have done it. I'll explain they must talk in a lower tone and demonstrate first on the board what they have to do, using L1 if necessary to save time and get their questions clarified.</p> <p>Stage 6 will depend on the time spent in the previous activities. If there is no time, I'll leave it to the next lesson, instead of being in a rush.</p>
<p>Language content: Vocabulary</p> <p>Furniture: cupboard, fridge, bed, bath, wardrobe, sofa, TV.</p>
<p>Language content: Structures/Grammar</p>

<p>What is it? It's a <i>sofa</i>.</p> <p>Is it a <i>sofa</i>? No, it's not/ Yes, it is.</p>
<p>Intercultural content</p> <p>-</p>
<p>Materials</p> <p>Flashcards</p> <p><i>Bostik</i></p> <p>Worksheet (listening exercise)</p> <p>Computer (or laptop and portable audio speakers)</p> <p>Furniture puzzles</p> <p>Pieces of paper with cut sentences (to order)</p> <p>Bell</p>
<p>Extra activities</p> <p>-</p>
<p>Homework</p> <p>-</p>
<p>Assessment (self/peer assessment or teacher assessment)</p> <p>Observation grid – T assessment.</p>
<p>Other relevant information</p> <p>-</p>
<p>Areas I would like my supervisor to focus on while observing</p> <p>If I'm being clear enough giving instructions.</p>

Stage and time	Aim	Procedure	Interaction
<p>1. Opening routine</p> <p>Greetings.</p> <p>Opening the lesson</p> <p>Singing the <i>Hello song</i>.</p> <p>- 5-7 minutes (L2)</p>	<p>Greetings: to develop speaking skills and oral interaction.</p> <p>To prepare the class to get ready for the English lesson.</p> <p>T writing the lesson on the board: to save time and avoid confusion with hand writing.</p> <p>Hello song: to develop listening, repeating and memorizing.</p> <p>All contribute to create routines, to start the lesson in an engaging way and to create a pleasant bond between T and Ss.</p>	<p>T greets the Ss (Hello, good afternoon. How are you (today)?). Ss answer back (Hello, good afternoon teacher. I'm [good, fine, tired...]).</p> <p>T asks for the weather, Ss answer. T writes the lesson on the board (lesson number and date) and Ss copy to their notebooks.</p> <p>T asks the Ss to stand up and counts down from 4-1 to sing the Hello song. Ss sing along, with the gestures and interact with each other.</p>	<p>T – Ss</p> <p>T and Ss</p> <p>T and Ss</p>
<p>2. Previous lesson revision: mime game activity</p> <p><u>Flashcards</u></p> <p><u>Bostik</u></p> <p>- 5-7 minutes (L2)</p>	<p>To practise previous learned vocabulary and structures.</p> <p>To recognize lexical items.</p> <p>To practise and assess speaking skills.</p> <p>To develop oral interaction.</p> <p>To stir.</p>	<p>T explains they will go through a revision of last lesson's new vocabulary.</p> <p>T asks Ss to stick the flashcards on the board in the same sequence as in the previous lesson, along with the numbers.</p> <p>T asks other Ss to come to the front to mime an item and ask "What is it?" to another S, who must answer "It's a (bath)". T sets the example first.</p>	<p>T</p> <p>T and Ss</p> <p>Ss-Ss</p>
<p>3. Pre-listening activity</p> <p><u>Flashcards</u></p> <p><u>Bostik</u></p> <p>- 5 minutes (L2)</p>	<p>To practise and get the Ss prepared for the listening activity.</p>	<p>T sticks three flashcards in two lines and explain they will have to circle the item she is saying (e.g. "It's a cupboard"). T asks a S to go come to the board to give the example. The other Ss say if it is correct (thumbs up) or incorrect (thumbs down). This will be done three or four times.</p>	<p>T and Ss</p>

<p>4. Listening exercise</p> <p><u>Computer or laptop + portable sound speaker</u></p> <p><u>Worksheets</u></p> <p>- 10 minutes (L2)</p>	<p>To practise listening and thinking skills.</p> <p>To recognize previously learned lexical items and structure.</p> <p>To settle.</p>	<p>T explains now they will listen to a track to complete a worksheet: 7 lines, each one has three pictures/options, so they will have to listen and circle the correct one (just like what was done previously). The first time they will only listen and point; second time they start doing it and third time they check.</p> <p>T asks for a pencil and a rubber and hands out the worksheets. Gives 1 minute so they can write their names, counts down 4-1 and they start doing it.</p> <p>After finishing, T corrects on the board, asking some Ss to say the correct answer. Then T asks two Ss to collect the worksheets and to put on the T's desk.</p>	<p>T</p> <p>Ss</p> <p>T and Ss</p>
<p>5. Puzzle in pairs activity – part 1</p> <p><u>Furniture puzzles</u></p> <p>- 12-15 minutes (L2, eventually L1)</p>	<p>To practise speaking skills through a dialogue.</p> <p>Engaging Ss in a non-individual activity and to promote social awareness.</p> <p>To have fun while they learn.</p> <p>To develop oral interaction.</p>	<p>T explains they will play a puzzle game in pairs (Ss stay where they are, unless it is necessary to move some or if there is an odd number) and establishes who is Student A (A) and Student B (B). Checks if they understood by asking them to raise their hand while calling "Student A/Student B".</p> <p>Each pair will have 7 puzzled pictures (furniture items). Together, they must join the pieces until finding the 7 items. After that, they must practise question/answer: A points to a picture/puzzle and asks "What is it?"; B answers "It's a (wardrobe)". They must do this with all the seven pictures/puzzles. T makes explicit that no Portuguese is allowed, they must speak only English.</p>	<p>T - Ss</p> <p>T</p>

		<p>T exemplifies with a puzzle on the board and exemplifies the dialogue.</p> <p>T monitors each pair and takes notes on the observation grid and rings the bell when time is up.</p>	S - S
<p>6. Puzzle in pairs activity – part 2</p> <p><u>Furniture puzzles</u></p> <p><u>Words to order to build sentences</u></p> <p>- 5-7 minutes (L2, eventually L1)</p>	<p>To practise reading skills.</p> <p>To recognize and understand simple sentences' order related to vocabulary identification.</p>	<p><i>1, 2, 3 Eyes on me</i> <i>1, 2 Eyes on you</i></p> <p>T explains now they will have to build sentences to label their pictures/puzzles. T hands out pieces of sentences they must put in order (e.g. It's + a + sofa) and below each puzzle.</p> <p>T exemplifies on the board and asks if there are any questions.</p> <p>T hands out envelopes to each pair and they start when T says "Go!"</p> <p>T monitors to see if they got it well labelled and rings the bell when time is up.</p> <p>When finished, they must gather puzzle and sentence words in the envelope to give to the T.</p>	<p>T <-> Ss</p> <p>T</p> <p>S-S</p> <p>Ss</p>
<p>7. Behaviour race update</p> <p>- 2 minutes (L2 or L1)</p>	<p>To let them reflect on their behaviour and attitudes in the classroom.</p> <p>To promote responsibility.</p>	<p>T moves Ss' trainers who had behaved well yesterday and today. Ss are asked to give their opinion, if they agree or not, and why.</p>	T and Ss
<p>8. Closing routine:</p> <p>Tidy up and farewells (Ss and T).</p> <p>– 1 minute (L2)</p>	<p>Tidy up: indicates the lesson is over</p> <p>Farewells: develops speaking skills and oral interaction.</p>	<p>T tells Ss to tidy up.</p> <p>Before leaving in order, T says Goodbye, see you next week. Ss answer back.</p>	T and Ss